

L.e.a. raises doubts about schools for maladjusted

by Mark Vaughan

A critical report on an independent school for maladjusted children in Hampshire has been prepared by Walsall education authority and sent to the Department of Education and Science and two other L.e.a.s who send children to the school.

Mr Bill Withnall, the chairman of Walsall education committee, said the report had implications for all education authorities who take up places at these types of schools.

The report was prepared by Mr R. W. Hart, Walsall's senior inspector for special education, after a hearing at the school in February involving an 11-year-old Walsall boy. A child care officer at the school—Bylands in Stratfield Turgis near Hastings—was said to have made two boys bond over and to have allowed other boys in the school to slap them on the bottom.

The child care officer, Mr Herd "Frank" Matthews, 43, who has since left the school, was reported in the press at the time as saying that the punishment was the only way he knew to cure stealing at Bylands. He said he was criticized by the head of the school, and that he was not dismissed but resigned after the incident.

Walsall education authority subsequently withdrew the boy and placed him in one of their own newly opened schools for maladjusted children, Daw Kid School.

The authority have sent copies of their report to Hampshire, who have 10 boys at the school, and to the former London Education Authority, who have four. Mr Bruce George, Labour MP for Walsall South, has also been given a copy of the report. He is to put a question in the House of Commons about maladjusted schools in general, and to ask Mr Fred Mulley, the Education Secretary, to comment on Walsall's report about Bylands.

The eight-page report, which contains both critical and favourable comments by Mr Hart, deals with the staff of the school, their qualifications, the timetable, teaching, accommodation, furniture, apparatus and equipment, and the specific organization for maladjusted children.

It goes on to talk about the residential part of the school and deals with the daily routine, the different activities the boys take up during the day and evening, the bedrooms, the surgery and sick bay, the bathrooms and toilets, the corridors, the state of decoration, and the school's uniform.

Immediately after the incident, inspectors and advisers from Walsall, Hampshire and the ILEA went to the school and prepared reports. The DES also sent one of their inspectors after the incident, and they are sending another to the school this term to compile a second report. Bylands, which has 50 boys aged eight to 15, is recognized by the DES.

The DES have told Walsall that, while they do not think all of Mr Hart's comments are justified, they do consider it necessary to make a longer visit to the school this term. The HMI they are sending will be accompanied by the Department's medical adviser.

A spokesman for Hampshire said their senior education adviser did not find anything at the school to warrant the withdrawal of their 10 boys at Bylands. But, he added: "We have made recommendations on action the principal can take to improve the quality of new staff he may appoint."

Mr S. A. Freeman, principal of the school, said he had not seen the report and could not comment on any part of it. He did not want to make any further comment.

Mr Bill Withnall, chairman of Walsall education committee, said fees at the school were £2,700 a year. This was the figure given to a meeting of the education committee last month.

He said: "A local authority that charged £2,700 a year would be providing better facilities in the way of class sizes and facilities generally, for that amount of money."

He said the report on the school—which has not yet been published—would come before the next meeting of the schools subcommittee. "I think the report has national implications for L.e.a.s. who take up

places at these schools. It will make authorities less ready to accept DES classification of such schools, and lead them to be much more wary of taking up places at independent schools for the maladjusted."

The incident at the school and the inspection by Mr Hart had prompted the seven L.e.a.s in the West Midlands metropolitan county council to set up their own monitoring system of the independent schools they use. "They are now going to be regularly visited by an officer from one of seven authorities", Mr Withnall said.

He thought the incident and the report also pointed out the need for continued expansion of special education by local authorities through DES allocations, "so that the need to use independent establishments is diminished, and the cost to the ratepayer is diminished."

He criticized the DES response to the report as "a very leisurely reply". "We regard the DES reply as unsatisfactory, which is why we have asked Mr George to 'exert some pressure'."

Mr George said: "If there is some concern about some of the recognized schools for maladjusted children, then it follows that one would have to look closely at those which are not recognized."

"As well as asking a question in the House, I shall be writing to Mr Mulley to see if he is satisfied with the way in which special schools are operating, and if he is satisfied with the checks that his inspectors are able to make. I will also ask him if he can comment on the report produced by Walsall. I have been told that the hearing incident was untypical in the school."

Mr George went on: "The report on the school is critical and I would certainly want the DES's comments on it. I really want Mr Mulley to tell me whether this is an unusual position in the 134 recognized and non-recognized independent schools for maladjusted, and children with other handicaps."

The whole purpose of remedial education is to be destroyed. If DES recommended ratios of 1:7 for qualified staff to pupils were not adhered to in these independent schools.



'Hands together, eyes closed...'

Should church schools continue to be subsidized by the State? Should compulsory religious education be abolished? Nicolas Walter argues the case for reforms

Formal v informal

Is Neville Bennett's research sound? Has he asked the wrong question? Got the wrong answer? Research, reactions, letters on his book *Teaching Styles and Pupil Progress*.

Piggy in the middle

A new report suggests that many middle schools are having a disruptive effect on their pupils' education. See Cameron reports page 5

Colin MacInnes

We publish the last two pieces he wrote together with a tribute by Michael Church

TES Extra:

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Absolute zero

Every degree course—apart from Bachelor of Education—submitted to the Council for National Academic Awards by colleges of education has been given a frosty reception. But some universities have given the colleges a warm welcome. Report by Stephen Cohen

Classified ad

index

Manpower forecasts or a better grapevine?

Mr Gerry Fowler, Lord Crowther-Hunt's "yes" as Minister of State at the Department of Education and Science, picked up the twin issues of graduate employment and manpower planning last week, when he addressed the Standing Conference of Employers of Graduates (page 15).

Not that his message bore any close relation to the earlier Crowther-Hunt line. What Mr Fowler emphasized was the importance of employers themselves, taking a hand in the debate. "Employers", he said, "have a proper interest in seeking to guide the career, and hence the educational, choices of those who are faced with such choices: the advantages of particular professions, and the importance of keeping up certain disciplines, such as maths, history and at least one science, in order to facilitate entry into, and development of, those careers. And in all of this it is of course just as vital, if not more

so, to communicate the message to the teachers as well as to the pupils."

In other words, Mr Fowler is saying: the science of manpower planning is in its infancy and cannot help much, so we had better rely on laissez faire: let the market in ideas flourish; let employers with their competing advice create a climate within which informed individual decisions can be made which, let us hope, will be responsive both to employment opportunities and national needs.

It is a persuasive argument—perhaps the only one which can accommodate both the belief that education has responsibilities towards "wealth-generating" industry and a proper agnosticism about future employment trends. (The Manpower Services Commission are charged with manpower planning functions but have hardly begun to carry them out.) But some of Mr Fowler's political colleagues will have difficulty in reconciling it with their own emotional hostility towards employers' profit

motives. Moreover, the long-standing desire to insulate the schools from the more obvious external pressures is academic no less than political.

And if it is right for employers to press for "keeping up certain disciplines, such as mathematics and at least one science" because these are necessary to keep open a wide range of career and educational choices, why is this not also being pursued by the DES? Are these Dainton-type arguments not relevant to the secondary curriculum now being discussed in an almost exclusively educational forum in connection with exam reform? Is it enough for the DES to sit back in a box seat and urge employers to play the ball among themselves, as if the Secretary of State were no more than an interested spectator?

Meanwhile, in another part of the forest (today's issue of *The Times Higher Education Supplement*) Lord Crowther-Hunt himself takes up the pen in the first of three articles on the DES. The temporary politician resorts to the poli-

tics don, and offers a highly critical dissection of the DES approach to long-term educational planning. He notes how completely this Department have rejected the Fulton recommendations for a strong, relatively independent, planning unit staffed by professionals, in favour of the distribution of planning responsibilities throughout the operational sections of the Department, where they compete for time and effort with more pressing day-to-day demands.

With the authority of an ex-DES Minister, albeit one who was never quite at home at Elizabeth House, Lord Crowther-Hunt has added his own criticisms to those of last summer from the Organization for Economic Cooperation and Development examiners. He now looks like being a star witness for the Commons Select Committee when he appears before them on Monday.

No comment

Reason for absence: Dog died looking after nephew. Absence slip filled in by a Shetland sixth former.

40/11/76 1:50

EEC challenge on fees worries DES

The Department of Education and Science was perturbed this week by reports that the European Economic Community could challenge the 30 per cent fee increase for overseas students at British universities and colleges which is due to be levied in September.

Although the department takes the view that the level of fees is purely a domestic matter and of no concern to the EEC, a spokesman said the legal implications were being looked at "to see if we are in breach of the Treaty of Rome".

Dr Guido Brunner, EEC Commissioner for Education, Science and Research, is concerned that discriminatory fees may violate the treaty by restricting students' freedom of movement. In reply to a question from Lord Gladwyn in the European Parliament last month, Dr Brunner said any form of restriction was not in the spirit of the treaty.

Lord Gladwyn is chairman of the

United Kingdom Council on Overseas Students Affairs which has opposed the increase from £320 to £416. British students will also pay more—£182 instead of £140 a year.

Mr W. H. Beale, general secretary of UKCOSA, said he was concerned at the divergence of approach at the Department of Education and the EEC Commission. He would not be satisfied if the department made no distinction between European and British students but discriminated against other foreigners.

There are nearly 70,000 overseas students at British colleges and universities. A third of postgraduate students are from abroad but only a small percentage are from Europe, a department spokesman said. "Very few students are from EEC countries."

The National Union of Students said they were prepared to support a move to take the British Government to the European Court at Luxembourg.

Retarded: targets too low

Teachers and others in charge of mentally handicapped people expect too little of them, said Mr James Elliott, associate director of the King's Fund Centre, London, this week.

He told a conference on the employment of mentally handicapped people that targets were too low in schools and training centres, regular assessment was often inappropriate and detailed training programmes were rare.

There should be more interchange of staff and trainees between local authority training centres and hospital day centres, he said. Work was hard to find for those capable

of it. Employers were apprehensive about employing the mentally handicapped. "We must blame ourselves for their hesitancy."

Employers needed counselling so that they could understand the problems of the mentally handicapped. Voluntary agencies and government departments should champion the rights of the mentally handicapped and persuade employers that they could make good workers.

Parents of the mentally handicapped accepted the disability too readily, said a regional organizer for the National Society for Mentally Handicapped Children. Parents were too pessimistic.



Music while you work: a quartet from Emanuel School, Wandsworth, when a petition with 560,000 signatures protesting against comprehensive organization was delivered to the House of Commons last week.

Youth on race relations

What the youth service thinks and does about race relations is to be the subject of the first in a series of Sunday afternoon conferences for young people to be held by the Waltham Forest Youth Council this summer. It will take place at Wellington Avenue Youth Centre on May 23.

Under the title "Culture within the Youth Service", the meeting will consider the extent of racial discrimination in youth organizations, the amount of attention paid to cultural background and the attitudes of different racial groups.

Essex ban foreign teachers

Foreign teachers will not be employed in Essex schools because the county has rejected an application for a county information officer said this week. "We do not employ teachers from outside Europe for no other reason than that they cannot get a work permit."

London Polytechnic said that the county had rejected an application from a French student who was finishing her training course at the polytechnic, on the grounds that she was foreign.

When employing foreigners, the local authority have to apply for work permits. One of the questions on the form asks if there is any suitably qualified British resident who could do the same job. Because there are so many unemployed teachers, the county would not answer "yes" and the permit would be refused.

Essex's attitude contrasts with that of the Inner London Education Authority who mounted a campaign drive in Cyprus two years ago to find mathematics and science teachers. Seven of the 11 teachers who came over are now working in the authority's schools.

Middle school system in chaos, say assistant masters

by Sue Cameron

A new report on Britain's middle schools shows that the system is in chaos. It blames the teachers, who operate in splendid isolation with no thought of how their pupils are going to cope when they reach senior school.

In a survey of 40 middle schools published this week they include the findings of a one-day conference held last year which was attended by middle and senior school teachers.

In many areas, they found, there was little or no cooperation between senior schools and the middle schools from which they drew their pupils. Curriculum and teaching methods often differed wildly as did standards of assessment. Many middle schools did not even bother to pass on detailed records of children's difficulties and achievements.

"In maths, modern languages and science there can be very considerable variations in the ground covered by pupils from different middle schools—and in the teaching methods."

In maths the traditional and special maths project approaches of prime importance while others do not. Some pupils arrive at senior school with a great deal of knowledge and expertise and others with little or none. Some middle schools are unable to recruit qualified staff while others are more fortunate and

may even introduce the pupils to two modern languages.

"In many of the senior schools a disguised new start has to be made. One school claimed it had to do the usual first year work in the first term, the second year work in the second term and then, with any luck, it could start on the third year work in the summer term."

Their report on the survey says that the work covered by different middle schools makes the life very difficult for teachers in the receiving senior schools. And work in the senior schools becomes equally difficult for the pupils.

There is now a demand for all feeder middle schools to follow a common core curriculum in science, but even in the areas where this has been agreed by the teachers they do not always follow the course or complete it. Yet AMA members working in middle schools insist that no part of their curriculum should be dictated by the senior schools.

"It was claimed that any variation on curriculum matters and on teaching methods from the staffs of senior schools would be unacceptable and, indeed, intolerable. This view was accepted by AMA members from senior schools. But it was argued very forcibly that the successful working of the system depended on the willingness of teachers to ensure there was continuity in the education of the children and this required close cooperation on curriculum and syllabus matters."

"It makes little sense if some of the middle schools feeding a senior school teach German when the senior school teaches only French, if science in some middle schools means only biology, or if

some middle schools insist upon teaching maths in the traditional style when the senior school adopts the modern approach."

Teachers in middle and senior schools must get together to ensure the work done in the middle schools leads naturally and easily into the work which the senior school does in its first year."

One special difficulty with middle schools for nine to 13-year-olds was that senior schools were left with only three years in which to prepare pupils for exams. Many senior school teachers felt this was far too short a time, especially if the feeder middle schools had failed in one way or another to prepare their children for senior school work.

Most senior schools took pupils from five or six middle schools, but one senior school that was studied took pupils from no fewer than 40 middle schools. This school set tests in English and mathematics for all its future pupils.

Other senior schools had much greater difficulty in assessing their new pupils. This was because there was considerable variation in the standards of different middle schools. And in one area where middle schools were asked to grade children on an A, B, C scale, one school never gave higher than a grade C while another "gave an abundance of As".

One suggested reason for the present mess and muddle in the middle school system is the way in which it was started. The report says that in many places middle schools had been brought in for administrative convenience—the buildings fitted—and not on educational grounds.

Pupils sent home as NAS stage walk-out

School teachers in the north west walked out of their classrooms this week in protest against oversized classes and education cuts. As a result hundreds of pupils in Cumbria and Lancashire were either sent home or left to work on their own under the head's supervision.

All the teachers belong to the National Association of Schoolmasters-Union of Women Teachers. Approximately 1,000 are taking action in Cumbria and another 2,500 in Lancashire.

All refuse to teach primary classes of over 35 or secondary classes of over 30. They have also decided not to do the work of colleagues who are absent for more than three days or cover teaching posts that have been left unfilled.

Mr Alf Bellamy, NAS executive member for Cumbria, said this week there were plans to cut more than 100 posts from the county's education budget. This would mean the teaching force would be cut by about 100 and there would be a worsening of the pupil-teacher ratio.

"We started our action on Monday and we have been surprised at how many oversized classes there

are in Cumbria. We reckon nearly all the county's 400 schools will be affected."

"We are not allowing heads to remove a couple of children from an oversized class so as to persuade our people to go in and teach. No primary classes of 35 plus or secondary groups of 30 plus are being taught at all unless there are examination classes. If a class of over 30 is preparing for a public examination then our members may ask for permission to teach in the interests of the children."

"We believe our action is beginning to have some effect and the authority is now starting to draft in supply teachers. Up to this week it has been very hard for any school to obtain supply teachers."

Mr Bellamy added that his association was prepared to discuss the whole question of teacher supply with the local authority but their request to meet elected council leaders had not yet been answered.

It is understood the other teachers' unions are supporting the NAS/UNT action and the National Union of Teachers may consider instituting their own no-cover policy in Cumbria.

More power to parents

Teachers have welcomed the Bennett report which shows that pupils do better in traditional classrooms than in progressive ones.

This week the National Association of Schoolmasters-Union of Women Teachers said the report clearly showed that informal teaching methods led to a lowering of standards. They want parents to play a greater part in preventing the "wilder excesses of free teaching methods".

"For the first time some fashionable but highly dubious teaching methods have been closely examined and found wanting," the schoolteachers say, in a specially prepared statement.

Many young teachers are thoroughly confused by the plethora of untried theories. It is for this reason the NAS/UNT set great store by the need for induction and in-service training, one of the aims of which would be to allow time for teachers to assimilate, assess, reject or fit the new theories into their classrooms.

"Passive acceptance, without understanding, of theory and changing method can at best provide but a poor imitation of another's practice. At worst it can lead to misunderstanding resulting in the demoralization of teacher and child."

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The Government Inspector by Gogol

1977-8
Zigger Zaggar by Peter Terson (repeat)
The Government Inspector by Gogol (repeat)

1978-9
The Government Inspector by Gogol (repeat)
The Plough and the Stars by O'Casey

1979-80
The Plough and the Stars by O'Casey (repeat)
The Long and the Short and the Tall by Keith Waterhouse

Schools, and GCE O-Level and CSE Boards, have full details of programmes and accompanying teacher's notes in the BBC Annual Programme Leaflet on English and Reading distributed in March.

Further copies of this Leaflet are available from the School Broadcasting Council (30/BC), The Langham, Portland Place, London W1A 1AA.

Order publications from BBC Publications, School Orders Section, 144 Bedfordway Street, London SE1 8TH.

BBC

PERSONAL COLUMN

John Rae
What even the Gestapo knew

grounds. So that now for the first time in British history two distinct approaches to secondary education exist side by side: a large mainstream sector that has rejected selection and all that selection implies, for the pursuit of learning and a small independent sector increasingly dedicated to academic excellence despite its traditions.

Now whatever you and I think about selection on academic grounds, we would agree that neither the case for nor the case against is conclusive. Indeed I suspect we would also agree—because we are both sceptical men—that there is almost no proposal in education of which it is reasonable to say: "This is true; there is no room for discussion."

This being suspicious of absolute convictions is one of our most precious national characteristics; it is a political extremity to plant flags and it has saved us from the religious manifestations of religious enthusiasm. For us, men and women who cannot conceive the possibility that we are wrong are at best ridiculous and at worst pernicious.

Which brings me back to some of those who regard themselves as the champions of state education. To seek to improve the nation's schools is admirable, to press the advantages of a particular doctrine suggests a degree of genuine concern, but to the repository of all wisdom and to the attitude of once arrogant and utterly tolerant scepticism.

The doctrine is, of course, that selection in secondary education is

harmful. It is an attractive little article in the humanist tradition to promote the brotherhood of man. It gives promise of a longed-for world in which there is neither success nor failure, no competition or disappointment.

I am not saying that these stated findings are universal. I am saying that there is at least some doubt whether they form a basis for the organization of secondary education.

You do not need me to tell you of the growing disquiet at the level of basic skills and knowledge displayed by boys and girls leaving secondary schools.

Black Papers you may dismiss part of the knockabout comedy passes for educational debate in this country, but you cannot dismiss the publicly voiced concern of the University Grants Committee. There is serious doubt about the doctrine of non-selection in practice. I would be insulting you if I thought that you did not know that.

This is why the role of the independent schools is now so important. These schools will continue to practise academic selection to demonstrate its advantages to the individual and the nation. Its role cannot be played by any else.

In this situation it makes sense for politicians and administrators to treat the independent sector as an embarrassing, lunatic relic who ought to be put to sleep the sooner the better. The use of the word "lunatic" is not a bad one. So I think you should consider three steps that will lead to reasonable men and women of big ideas.

First, you should acknowledge that the independent schools are an integral part of the national education provision. Secondly, you should make public your rejection of a doctrine of absolute selection. Thirdly, you should invite the independent schools to play a larger and more effective part in the national system of securing an efficient education.

It is my sincere hope that you will feel able to respond to the proposals.

Yours sincerely,
JOHN RAE

New move on London allowance

Local authorities will be told next week that there should be a percentage increase in the London allowance for all teachers who are now receiving it.

The teachers' original demands for a rise in London weighting were turned down last year by the management. But some months ago and the matter was referred to arbitration. At Easter the arbitrators announced a £2.62m increase, but recommended that the extra cash be shared between teachers in Inner and Outer London. There would be

nothing for those in the third tier, "fringe areas".

On Monday, however, the teachers' panel of the Burnham Committee decided to ask for a percentage increase for all teachers now receiving London weighting. If this is accepted by the management panel, it will probably mean a rise of about 9 per cent.

The top tier allowance is now £51, the second tier, £267 and the third tier, £241. The full Burnham Committee will discuss the share out of the £2.62m next Monday.

Aircraft noise 'appalling'

Conditions at a primary school 800 yards from one of the main runways at Heathrow airport are "appalling", said Mr Max Morris, National Union of Teachers' executive member for Outer London, this week. In the summer, up to 20 per cent of teaching time can be lost. The staff are at the end of their tether. His complaint, on behalf of the children and staff at Beavers Junior School, Hounslow, is part of a joint attempt by the NUT, Hounslow Education Authority and Mr Russell Kerr, MP for Feltham, to get money to soundproof the school or to build a new one on the site.

The Department of Trade, which controls the British Airports Authority, has powers to extend the grants made to housebuilders who live in aircraft flight paths to buildings of other types, but so far the powers have not been used. It would cost more than £300,000 to soundproof the school. The joint plea comes in the same week as the publication of interim findings of a survey commissioned by the Local Authorities Aircraft Noise Council. These say that Concorde noise levels could be a "significant hazard" to the hearing of people living close to Heathrow, particularly children playing out of doors.

Ways to drum up German

The department of German studies at University College, London, are so worried about the future supply of students in their subject that they are planning to admit some candidates without A level.

The new scheme will operate from autumn, 1977, when they will be able to cooperate with the Goethe Institute in London to offer crash courses to suitable candidates, who will probably have O level German. Last week the department held a dinner at University College for sixth-form teachers and local authority language advisers to discuss the future of German studies in schools and universities, at which the plan was announced.

Professor J. P. Stern, the department's director, said there was no question of changing the academic content of their course to include what was supposed to be relevant to the needs of industry and trade.

Study urged of TV violence

A world-wide survey of the relationship between violence on television and the behaviour of young people should be undertaken by a research team, say the Home Office after talks with the British Board of Film Censors. The findings should be known by the autumn.

The survey is called for, said a spokesman for the board this week, because the evidence is conflicting and many people feel strongly about the effects of violence.

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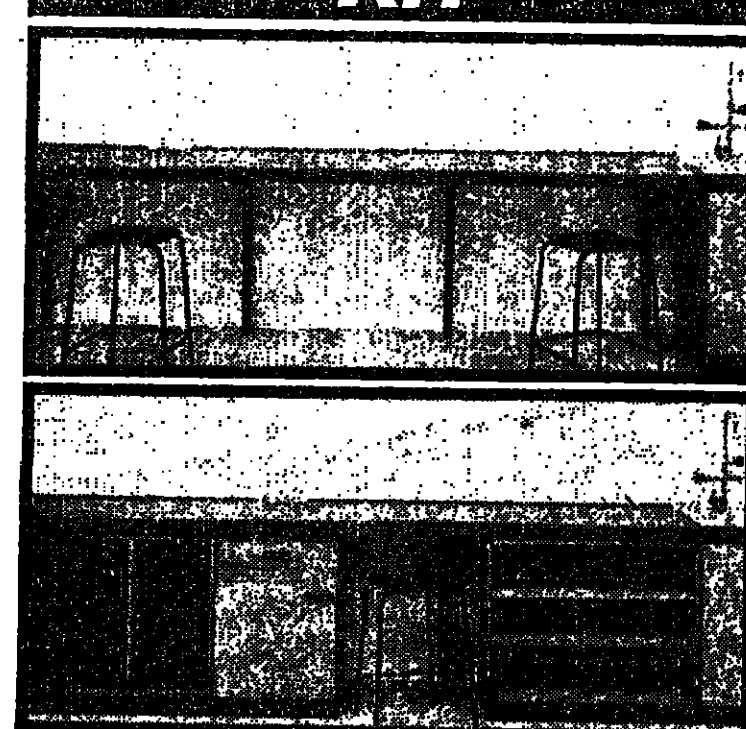
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- The scheme has the following aims and advantages:
- i) it provides an opportunity for a detailed look at an equivalent establishment or district and for an objective assessment of how the teaching of modern languages is organised and administered in a different environment.
 - ii) it strengthens the links which have already been established between France and/or Germany and the UK at departmental, institutional and LEA level.
 - iii) it helps to explore and evaluate the advantages of teacher exchanges and gauge the long-term effects which these may have on individual teaching attitudes and methods.
 - iv) it encourages reciprocal visits and provides information and comment, possibly through meetings of returned visitors, about the further development of exchange schemes with other European countries.

Application forms can be obtained from the Central Bureau for Educational Visits and Exchanges, 43 Darnley Street, London W1H 3RN or 3 Bruntsfield Crescent, Edinburgh EH10 4HP. Closing dates: 31 May 1976 for autumn term 1976 visits; 31 October 1976 for spring term 1977 visits.

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Last resort action by Council puts Duncan in comprehensive

by Bob Doe

Bedfordshire Education Authority's decision to take 11-year-old Duncan Sibley of Stephens Close, Luton, into care after his parents refused for eight months to send him to a comprehensive school was a "last resort", a spokesman said this week.

In 1972 Duncan's father, Mr Kenneth Sibley, spent a week in prison for not paying a £10 fine for defying a school attendance order to send his two daughters to a comprehensive. He wanted them sent to grammar schools and the long drawn-out dispute only ended when a businessman offered to pay their fees at the Independent Park School, Yewell.

This time the local authority have not prosecuted Mr Sibley for failing to comply with the school attendance order which they issued in February. Instead they invoked the Children and Young Person's Act 1969. This amended the Education Act 1944. Education authorities are now required to consider applying to juvenile courts to take children into care instead of, or as well as, prosecuting the parents for their children's non-attendance.

The 1969 Act says that an education authority, and only an education authority, can bring a child before a juvenile court if they have reason to believe "he is of compulsory school age within the meaning of the Education Act 1944 and is not receiving an efficient full-time education suitable to his age, ability and aptitude."

If the child is "the subject of a school attendance order which is in force under Section 37 of the Education Act 1944 and has not been complied with", the court can order the parents to "enter into a recognition to take proper care of him", issue a supervision order or direct that the child be taken into the care of the local authority, unless the parents agree he is receiving suitable education.

On Monday a juvenile court in Luton ordered that Duncan Sibley should be taken into care. He was removed to Runfold House, Luton, a council school for boys. On Tuesday social workers took him to Fenny Stratford High School, a mixed comprehensive for 1,400 11 to 16-year-olds.

The L.E.A. would not say if they intended to prosecute Mr Sibley as well. A statement said: "The boy has been taken into care as a last resort following protracted attempts to provide schooling for him."

In spite of numerous attempts by the authority to convince the parents, they turned down offers of schooling for Duncan at three Luton high schools. The only solution they offered was for Duncan to be educated at a private school outside the county, Sherardwood School, in Welwyn, Herts. There is no educational reason for this to



Duncan: reluctantly to school.

be provided by the authority." Duncan has not attended school since last September. As with his sisters, who were kept away from school for 18 months, his parents have made some attempts at giving lessons though they did not argue that these were "full-time education suitable to his age, ability and aptitude," as required by the Education Act.

"We have never taken this view," Mr Sibley said. "We are not able to provide suitable education. This is what we pay our rates for."

The council's action in taking the boy into care would only do his son harm. He would appeal to the highest court even if it meant bankrupting himself.

He was holding out for the principle of the right of parents to choose an education for their children suitable to their abilities. "The non-selective schools say they can provide this. I disagree with them."

Asked if this meant he wanted a grammar school education for his

son, he said this depended on the boy's abilities which the education authority had not yet tested.

Duncan's mother, Mrs Joyce Sibley, said: "My son was very worried about going into a school but he was upset when he decided to send him to a comprehensive school. He said it was not like it would be at home."

The Sibleys are allowed to Duncan twice during the week he can spend weekends at his home. Mr Chris Black, chairman of education committee, said: "I am sure that the parents of Duncan will be in the best interest of their son to be involved in a controversy."

"I only hope that the parents recognize the damage that the boy's future and that they accept that in the child's life he should be allowed to stay at home."

by cost of 16-plus

Penes were expressed this week that some exam boards could run into serious financial trouble if a common examining system is introduced at 16-plus.

The CSE boards say that unless all the existing exam boards are swept away and replaced by regional and provincial bodies there would be open competition for common exam candidates. This would cause "administrative and financial difficulties" for some boards, as well as having serious educational consequences.

The CSE boards' concern is voiced in their report on the Schools Council joint exams subcommittee proposals for a common exam system at 16-plus. They insist that keeping the present boards is a disaster. A common system would have major disadvantages, even though the idea is superficially attractive.

"The CSE boards believe that their own proposals for reorganization, based on the sharing of resources within provinces, would not only match the educational purposes of the examination but would enable the most efficient use to be made of existing scarce resources of buildings, manpower and equipment."

"The proposals are the only ones which would ensure that examining boards were required to accept financial responsibility to the local authorities which provide the major part of their income. The proposals are also likely to prove more economical than the alternative schemes which are under consideration."

The CSE boards say they will be issuing further papers on the need for a new administrative structure and on the cost of setting it up.

Cost has been one of the main arguments used by the opponents of a new structure, notably the CSE boards.

In their report the CSE boards give full support to the establishment of a common system by 1981. They claim there is formidable evidence of the demand for a common system and also of its feasibility.

"All CSE boards have been involved in feasibility studies in one or more subjects and all the studies confirm, with varying degrees of success, the feasibility of a common system."

"The trial examinations were subjected to a detailed and rigorous scrutiny of a kind not often applied to existing examinations. This scrutiny revealed certain deficiencies which are due in part to the limited objectives and experimental nature of the exams. In those consortia where joint examinations are continuing to be offered, development work is being undertaken to resolve the outstanding problems and it is essential that this work should continue."

The boards do not mention any specific criticisms of the feasibility studies, but say they are certain that the new system will be fully operational by 1981. They say development work by teachers must not be thwarted.

The CSE boards approve the Schools Council subcommittee's proposals for a seven-point grading scheme for the new exams although some boards would like fewer grades. They also say that the new exam should be called the Certificate of Education and not the Certificate of Education: Foundation as has been proposed.

Home thoughts of abroad for VSO volunteers

The demand for teachers in developing countries remains high and two-thirds of all Voluntary Service Overseas volunteers are wanted for teaching or instruction, says the VSO's annual report published this week.

The number of volunteers who want to work in education has started to rise again, although the VSO are still short of English, mathematics and science teachers. They also note that more trained teachers are volunteering, which means they can put more people into teacher training overseas.

A spokesman for the VSO said this week that the change in their recruitment was connected with teacher unemployment in Britain.

Last year the VSO concluded that the drop in the number of people volunteering to teach was due to their fear that a period overseas would make it hard to get a job on their return. Now that unemployment was persuading more teachers to go abroad.

They are doing some research into how difficult volunteers find it to get jobs when they come home. The results will be published at the end of the year.

At the moment, the report says, education is an area "which many Third World countries regard as the mainstay of their other development strategies."

The VSO were only able or willing to supply half the 1,500 volunteers asked for last year. They reject some requests and are limited to keeping a total of 1,100 volunteers overseas by financial and administrative constraints. The Ministry of Overseas Development have offered them a grant of up to £785,000, 13 per cent more than last year.

The number of volunteers wanting to work on the agricultural and technical side has increased. The VSO expect the appointment of field officers in those fields and in health will stimulate a much wider area of demand outside education from developing countries.

Rethink on final year

The purpose, content and use of the final year at school should be thought out more by young people better equipped for work, according to a report published this week by the Engineering Employers' Federation.

The report, by a study group looking into manpower in engineering, recognizes that the transition from school to work is not easy.

"The greater emphasis at school on self-expression contrasts with the need for discipline and conformity in industry", it says. More should be done, particularly in the final year, to prepare young people for work and help them to understand the contribution made by industry to their way of life.

The report recommends changes in the apprenticeship system to make it more attractive to young people.

The ways in which statistical techniques are used, as well as a basic introduction to statistical theory, are examined in a one year course being offered by the Open University next year. The course, "Statistics - An Interdisciplinary Approach", is one of eight being presented for the first time in the university's post-experience programme.

Industry must play its part, too. "As a result of the uneven intake of apprentices in recent years, engineering has acquired a reputation for varying recruitment according to economic circumstances. The image of the industry as a satisfactory career for young people has consequently suffered badly. Teachers have become antagonistic towards the industry and are in many cases reluctant to recommend young people to enter it as a career."

The report recommends changes in the apprenticeship system to make it more attractive to young people.

The British Association for Commercial and Industrial Education have published a revised edition of their Guide to the British education system for training officers. New sections are devoted to the Technician - An Interdisciplinary Approach, Council, Business and their Scottish counterparts. Price £1.40 (members); £2.80 (non-members).

to close on Saturday

As part of their financial cuts Surrey County Council are closing the county's 57 libraries on Saturday afternoons.

They say they have been forced to close their libraries on what is accepted as the busiest afternoon of the week to save £22,000 in overtime pay to staff. This in turn has led to all Saturday staff many of whom are young people, losing their jobs.

During the past weeks the number of newspapers and periodicals at public libraries has also been run down, and one branch library is to be closed completely.

Dr Brian Coffin, chairman of the library committee, said: "We regret these closures, but it was the only way we could save this money. Closing on any other afternoon in the week would not bring about this saving. We are most anxious, so far as possible, to avoid having to close any libraries throughout the week."

in 'modern methods' row

The controversy started by Dr Neville Bennett's research into modern primary teaching methods took a new turn this week when Mr Barry Taylor, chief education officer for Somerset, issued a statement to make it clear to parents in his county where he stands on the issue.

Mr Taylor called for a nationwide monitoring system to check whether children are learning the three Rs or not. This would dispel parents' doubts about what goes on at school. "They have a right to know how their children are progressing compared with others."

Teachers should be prepared to justify and explain their methods. School managers and parents should question classroom activities. "Some parts of the education service have for too long been obscured in the conspiracy of professionalism."

He did not want to undermine modern methods, "but there has sometimes been a tendency to select a programme of work in the sacred cause of child-centred learning

strictly according to its appeal to the children.

"By all means let us make learning fun—but we are teaching a bad lesson if we lead young children to believe that it can always be fun."

Mr Max Morris, a former president of the National Union of Teachers and now an executive member, said at a NUT meeting in Norfolk this week that teachers must show more publicly and effectively their genuine concern for maintaining and improving educational standards.

He criticized the "sociological rubbish and pseudo-educational bodge that sometimes emanates from teacher-training institutions and university departments."

On the other hand, he warned "it will be a major tragedy for schools if the current controversy on teaching methods becomes a Tom Tiddler's ground for politicians pursuing their vicious ends."

While everyone, including teachers, should be concerned with standards, only teachers could decide what methods they should use.

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Christian nurture goals

Schools can no more be expected to teach Christian than Muslim, Jewish or humanist beliefs. In a pluralistic society the churches must take responsibility, says the report published this week by the British Council of Churches.

The *Child in the Church* says that children should no longer be treated separately from adults in church life and worship. Not should they be protected from experiences and influences necessary to allow them to make up their minds about religion.

Childhood cannot be regarded as "merely a provisional and preparatory episode". It follows, says the report, that the church cannot begin with a definition of a Christian in adult terms, then plan what must be done to turn the child into the man.

"Christian nurture" should take place in a group of caring, accepting and involved adults. These could include parents who, with experts in the church, should be trained to have a general understanding of the principles of a religious upbringing.

Parents should be helped by their local churches to appreciate the Christian understanding of the Bible as well as modern Christian thought and child psychology. They could discuss how they practice their faith at home.

The report emphasizes the importance of an ecumenical approach. Local churches should find ways to exploit the work done by state schools "in their provision of an open descriptive religious education into a variety of religions, realizing that there is no necessary tension between such religious education and the goals of Christian nurture."

Church schools should explore and express the distinctions between RE and Christian nurture. They should look particularly closely at what might be appropriate for Christian nurture.

The report was written by an interdenominational working party chaired by the Bishop of Bradford, the Right Reverend John Gibbs. The working party was set up in the summer of 1973 by the consultative group on ministry among children of the British Council of Churches. The *Child in the Church*, British Council of Churches, 10 Eaton Gate, London SW1, 80p.

Reserved for local

First places on popular course North East London Polytechnic are reserved for local students. poly's academic board have decided.

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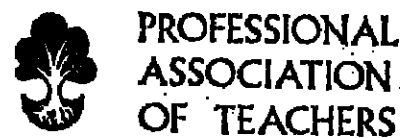
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Parliament

Uncertainty over jobless figures

Mr Fred Mulley, the Education Secretary, was asked in the Commons this week to estimate how many teachers qualifying this year and next would be without jobs. He told his questioner that uncertainty about trends in wastage and in re-entry to the profession made reliable estimates for 1976 and 1977 impossible.

Mr Tony Newton (Braintree, C) also wanted to know how many newly qualified teachers who left college in 1975 failed to get jobs.

Mr Mulley said 30,000 of the 41,000 teachers who qualified in 1975 (about three-quarters) had obtained full-time posts in maintained schools in England and Wales by January, 1976. This left 11,000 compared with 7,000-8,000 in recent years. These balances included those who obtained part-time posts in the maintained sector and posts as teachers in independent schools or outside England and Wales.

Mr Newton asked Mr Mulley for confirmation that something like a quarter of new teachers had not yet obtained employment. What did he propose to do to avoid the waste

which would arise if they threw away this generation of young teachers and then found the birth rate increasing?

Mr Mulley replied that what he had made clear was that there were about 11,000 who had not obtained jobs in teaching. At the height of the teacher shortage, about 8,000 teachers did not take up jobs in teaching. They might well have taken up other jobs.

Mr Martin Flannery (Sheffield, Hillsborough, Lab) said there was a terrible drop in morale in colleges of education because of unemployment among teachers. After teachers had been trained—and his own son was one of the unemployed teachers from last year—they had a right after that to expect a job.

Mr Mulley said he accepted the right of everyone to a job and regarded it as equally unfortunate if architects, chemists, engineers or anyone else, after expensive training, was unable immediately to obtain the job they wanted. But at present the number of unemployed teachers was less than 1 per

Independence upheld

Universities should remain independent, said Mr Mulley. It would be rather difficult, whatever complexion of local authority or government were in power, if universities could be subjected to political pressures.

The exchanges arose when Mr Robert Kilroy-Silk (Ormskirk, Lab) complained of misguided educational priorities. The universities were already getting a disproportionate share of scarce resources, they were already a privileged group in society.

"We need to shift resources away from universities to primary education to end the blight of outdated Victorian schools."

Mr Mulley, indicating he did not agree, said it was right to give priority to the statutory school age of five to 16 and then to the 16 to 19-year-olds. The universities were suffering a loss of expectations greater than others.

He did not think that university and further education was exclusively privileged education. He wanted to see more workers' children going to university.

Mr James Scott-Hopkins (West Derbyshire, C) said that in Derbyshire there were Victorian primary schools needing urgent renovation and funds had been cut.

Mr Mulley said it was a little hard in present economic circumstances that he should be asked to put right this year all the shortcomings of the past 75 years.

Mr Bruce Grocott (Lichfield and Tamworth, Lab) said finance and democratic control of universities should be brought into line with all other institutions of higher education, such as polytechnics. It was time they ended the distinction in higher education and introduced a proper universal comprehensive system of higher education as they were already rightly doing for the 11-plus.

Mr Mulley said that if they were to have a comprehensive system in the sense that everyone who wanted to go regardless of ability and aptitude could go, it would cost a great deal more and he would be in further trouble with Mr Kilroy-Silk on that account.

Postgraduate report 'soon'

Mr Gerry Fowler, Minister of State, hinted that a full reply might be published soon on the Expenditure Committee's report on postgraduate education.

He was replying to Mr Neil Martin (Barnsley, C) who complained bitterly about prolonged delay in replying to the committee's recommendations made two and a half years ago.

Mr Fowler agreed it was an excellent report which raised all the right questions and it did not always provide the right answers. It had been necessary to consult many bodies including the vice-chancellors' committee and the Science Research Council. The DES would be ready to give a final reply shortly.

Truancy on talks agenda

Truancy will be one of the subjects on the agenda when Mr Mulley meets local authority, teacher and education welfare associations next month.

Mr Robert McOrindle (Brentwood and Ongar, C) said in the Commons this week that truancy showed no sign of abating. Would the Education Secretary consider asking L.E.A.s to publish truancy statistics and then to see whether the penalties on parents for truancy were sufficiently tough.

Miss Margaret Jackson, Under Secretary, did not accept all aspects of truancy were getting worse. Aspects which perhaps contributed to truancy, such as the raising of the school leaving age, had been assimilated, but there were still grave difficulties.

The collection and publication of more statistics was precisely the kind of thing the Education Secretary wanted to discuss next month. It was time-consuming and costly, and would mean much work for

Questions

Capitation grants.—Sir George Sinclair (Dorling, C) asked the Secretary of State what steps he would take to ensure that local authorities were guided by his undertakings given in the House of Commons on October 27, that capitation grants in respect of children presently in direct grant schools would continue until the children had completed their secondary

education, and whether this included boarding schools up to A level. Mr Mulley said capitation grants would continue to be paid until the children left their present schools in the ordinary way.

Unemployed leavers.—Mr Robert Kilroy-Silk (Ormskirk, Lab) asked if the Secretary of State for Social Services would amend supplement-

tary benefit regulations to the West Lancashire District to continue with its provide work experience played school leavers.

Mr Stanley Orme, Mr State.—"No. Any work schemes to provide school with work experience is paid for at the appropriate the job.

Reports by Alan

School meals 41½p) should be a pleasure

School meals should be rather than an ordeal, Clement Freud, the Liberman on education as well and restaurant company in the House of Commons. Some L.E.A.s were on economies by using foods.

Miss Margaret Jackson, Secretary of State for and Science, said they all memories of school meals. Mr Freud's point entirely.

She told Mr Ian G. Bourne, C) that the average providing a school meal 41½p. The total amount payable on school meals current financial year.

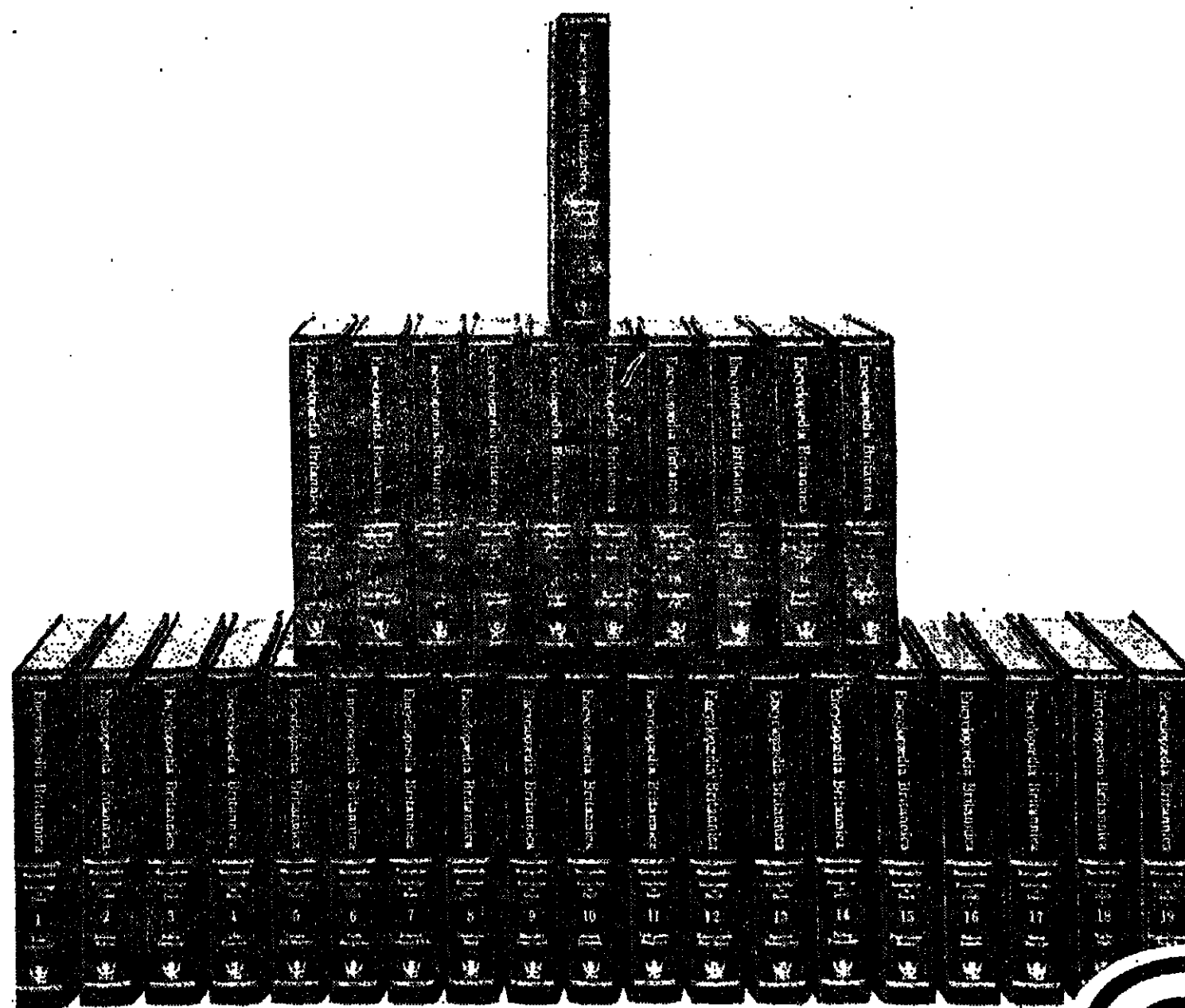
Mr Gow recalled that erment White Paper expenditure said it was to reduce by half the total for school meals by 1980, noted subsidy this year £3m less than the subsidy year.

Miss Jackson said they the statement and they to reduce the subsidy, by only the first step. On reasons why there was a ference between the estimates because the revision of charges had brought many into the free meals category was why the subsidy was.

Mr Ronald Atkins (Preston, Lab) said one advantage meals was that truancy reduced. Miss Jackson said children who had to go meals were much less likely to return to school.

Mr Robert Cryer (Keighley) said that many Labour M.P.s the reduction of the subsidy.

Miss Jackson said she any suggestion that the school meals should be and the subsidy reduced, cost had risen considerably years and some 64 per cent total was subsidised. In this situation should be



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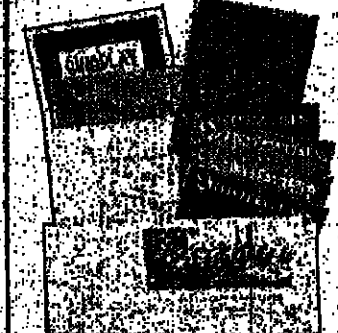
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Leaflets warn of dangers behind the bright lights

The Government have printed 65,000 leaflets and posters warning young people of the difficulties and dangers they face if they come to London without a job or a home. They are to be distributed in stations and youth clubs.

This is the first official action in response to the problem of homeless young people in London which was featured in the Yorkshire Television documentary *Johnny go home* last summer.

News of the initiative was given last week by Mr David Ennals, Social Services Secretary. He was reporting on the progress of the Government - sponsored working group set up last September to look at what can be done to help.

The working group, which consists of civil servants from a number of government departments, local authorities and a few voluntary organizations, is almost ready to make its report.

It is expected to recommend setting up at least one information booth on a coach or railway station in London. Proposals for such a service have been drafted by a group of voluntary organizations and they have been invited by the Government to apply for a grant from the Voluntary Services Unit at the Home Office. Negotiations are still going on with British Rail about how to run such a service, but an BR spokesman said he was unwilling to cooperate.

At the time of the television programme, a British Rail spokesman

said they had no space on the coach at Euston "and anyway we could not want to encourage people - non-travellers - down and out - to come in and upset the passengers".

A spokesman for the British Rail Board added: "We are in the business to run a railway, we would not think of taking an initiative on a social work matter."

The working group is also expected to give its views about the relevance of housing legislation and policy and of cooperation between voluntary and statutory organizations to the progress of the group.

The Campaign for the Homeless and Rootless, who were responsible for much of the pressure on government departments to take action on the issues raised in *Johnny go home*, said this week that they were "encouraged by the preparedness of various government departments to cooperate with each other in making resources available".

The campaign's spokesman, Ms June Lightfoot, said there should be immediate legislation putting a duty on local authorities to house single homeless people. They also wanted to see more social education in schools about what leaving home entails and more coordination nationally between housing and employment policies.

Right: a still from "Johnny go home", the TV documentary which revealed the plight of homeless youngsters in London.



Heads ordered into line on staff appointments

London heads will no longer be allowed to appoint Scale 1 teachers directly in the five main "shortage" subjects. They will have to accept the teachers County Hall give them.

In a letter to heads recently, Dr Eric Briault, the education officer, said the authority had decided to start a pool of mathematics, physics, chemistry, handicraft and home economics teachers. The pool would be created at Easter each year, even though at that stage the authorities did not know how many vacancies there would be in September.

"We clearly cannot afford to risk losing good candidates offering those subjects and it is proposed to continue to make firm offers centrally to suitable applicants at Easter in anticipation of September vacancies," he said.

The authority have therefore banned heads from sending out their own advertisements. Heads must first go through County Hall, and only if the authority do not have a suitable candidate from the pool of appointments made at Easter can the advertisement be forwarded to the usual agencies. A head chose to ignore Dr Briault's instructions, the advertisements "may well be delayed", the letter said.

The authority's new policy has caused a minor row among some London heads, particularly those who have had large numbers of applicants for posts in the past.

Minister appeals for specialists

Mrs Margaret Jackson, Parliamentary Under-Secretary at the DES, this week appealed for people with practical experience in craft, design and technology to consider training as teachers. She drew attention to the shortage of teacher training courses available for qualified mature students.

"The DES already run an annual advertising recruiting campaign to combat the persistent shortage of technology, craft and design teachers. For people with the right qualifications and a genuine desire to teach," said Miss Jackson, "there are many rewards in this career." To "awaken the interest of potential engineers, designers, technologists and craftsmen" to encourage the development of craft skills that can be an outlet for creative expression and to help young people develop practical skills that they can start using at once.

They are annoyed that they can no longer choose the candidate they think will best fit into the school. A spokesman for the authority said it was highly unlikely that a school would be offered more than one candidate. But he said, "We would hope to make the appointment by agreement with the school."

One head said: "I feel that before a candidate is appointed he should be aware of what the school is trying to do in terms of the ethos of the place, in terms of the hidden curriculum, in terms of everything that makes one school different from another. I don't doubt that all the candidates offered to us by County Hall will have excellent qualifications. I will have worried about that. Teachers are not just subject people; they should be there to extend and develop school policy."

He thought teachers could be fitted into a school in a fairly coherent way and it was the job of the head, staff and governors to see that this was done. "Many of us are experienced in building up staff according to the policy of the school."

Another head commented: "It is certainly annoying. I am not terribly sure what the authority think they are gaining." He was also concerned at the authority's new policy of no longer allowing probationary teachers to go to their new school in the last few weeks of the summer term before taking up their posts in September.

"Many people who, like me, started out their careers with practical experience on the shop floor may not realise that they can use this experience, if they have suitable technical qualifications, to help children develop practical skills."

One-year teacher training courses for mature students are available at 11 colleges of education. As well as some graduate experience qualifications for entry to the Higher National Diploma, Higher National Certificate or City and Guilds qualifications. For those with degrees in engineering or industrial design, there are graduate one-year postgraduate teacher training courses in design, craft and technology leading to a certificate in education. Further details about these courses are available from the DES, Elizabeth House, York Road, London SE1 7PH.

Lecturers put cuts campaign before pay

Teachers in further and education are expected to launch a national campaign against cuts when the first conference of the National Union of Teachers meets in Dorchester, at the end of the month.

A motion attacking the cutting of a campaign of pamphlets and posters is being put to the agenda. It also calls for the union to use all possible means to maintain the union's standards, and ancillary services should be maintained, the motion says.

Second in priority is a union salaries, which demands a flat rate increase next year to reduce differentials. The union's executive have also asked for a salary motion. This is the "maintenance of the relationship with university salaries at the same time as account any income policy between the TUC and the union."

College government was third most important and then from the Outer V branch calls for NATFHE action on college boards, mittees, and their accounts, the local union branch.

Outer London also want representatives to hold the boards and Trades Union Apprenticeship committee set up to eliminate any discrimination on the grounds of sex, family status, race, creed, political belief or religion.

The executive's second motion on educational prospects an expansion of further for 16 to 19-year-olds at maintenance of at least 4800 other training places in colleges and departments of education.

The association, who have members, were formed in June after the merger of the Association of Teachers in Technical Institutions and the Association of Teachers in Colleges and Departments of Education.

DES ruling makes it tough for trainee art teachers

by David Hencke

Ten polytechnic and college art teacher centres face severe cuts or closure because of a decision taken early this year to include art teacher training places in the 61,000 target for teacher education in 1981.

This was first disclosed in a sub-paragraph of *Circular 1/76*, published in January, a month after the Association of Centres of Art and Design Teacher Education had assumed that no decision had been made.

Art teacher training places will now have to be counted against the teacher training numbers given to colleges and polytechnics last August. In most cases, where the main course is the art teacher's diploma, a one-year postgraduate course, its numbers will have to be included in the college's allocation.

In many cases this is very small. At Leicester Polytechnic, only 30 out of the 500 teacher training places are for postgraduates and there are 65 students on the art diploma course.

Guidance from the DES suggests that the only way the 65 art places can be safeguarded is to reduce the number of students on three and four-year teacher training courses to just over 300.

The DES appear to offer only one safeguard, that art teacher training places will not be cut if the total of teacher training places is reduced from 61,000 to 57,000 later this year. At Brighton Polytechnic which has 147 students on the art course, the largest in the country, the decision will cause great difficulty.

Mr G. R. Hall, the director, said that the whole planning of the polytechnic had been based on separate figures for art teachers and outside its 600 teacher training numbers. The polytechnic was considering a formal protest to the DES since the Department was aware of the situation for the last year.

Dr Brian Allison, chairman of the Association of Centres of Art and Design Teacher Education, said he was very concerned.

"It seems that all centres could face severe cuts and some could even be closed, in spite of the original idea to concentrate art and design teacher education in regional centres. What worries me is that there is no national policy or decision-making process for art and design education. It seems clear that the future of individual centres will depend absolutely on decisions taken at regional advisory council meetings - a result of 'lightning' in individual institutions."

Dr Allison, who is also head of the school of educational studies at Leicester Polytechnic, said there was growing concern in art and design schools because 40 per cent of the recruits tended to apply for teacher training courses. They were now worried that opportunities would disappear.

The 10 centres are at Birmingham, Brighton, Bristol, Leeds, Leicester, Liverpool, Middlesbrough, Manchester, polytechnics, Goldsmiths' College, London, and Cardiff School of Art.

Times Higher Education Supplement.

Spotlight on illuminations

Schools in and around the City of London, or with city connections, are invited by the Guild of Light-mongers to send for details of the 1976-77 Miller Award for the Encouragement of the Study of the Art and Science of Illumination. A first prize of £300 and runners-up prize of £50 are offered. There is no entry fee. Inquiries to: Mr S. L. Lyons, clerk to the guild, c/o The Electricity Council, 30 Millbank, London SW1P 4RD.

Londoners take to the seaside

The seas and skies of Jersey were scanned last week by an expedition of three girls and seven boys from Winchmore School, Enfield. With two teachers, they were the guests of Victoria College, St Helier, at their observatory, a cliff-top Martello tower built in 1837 and now equipped with a 10-inch reflector telescope.

A combination of all-night astronomy and marine biology which meant getting up early to catch tides proved pretty exhausting. But morale remained high in spite of this and the bitter cold. The tower's exposed position makes it rather draughty and the nine foot thick granite walls do not warm up until late summer.

Mr Brian Williams, head of physics at Winchmore School, said he had always saved biology field trips. He welcomed the chance to do some physics related field work and try out the telescope they had made at school away from the glare of London street lighting.

Before the trip he and his colleague, Mrs Joy Appleby, a biology teacher, were afraid they might not be able to keep their students occupied for a whole week. However, the opportunities offered by the island and the enthusiasm kindled had surpassed all expectations, in spite of the fact that several pupils face O levels in a few weeks time.

The teachers said they had seen previously unsuspected strengths and talents in their pupils, and mutual respect seemed to have been enhanced all round. Asked how she had found living with her teachers, one girl replied tactfully, "illuminating".

Mr Ed Le Quessne, a teacher at Victoria College, is responsible for the observatory which pupils and former pupils helped to renovate and equip. They are now keen to share it with other schools on and off the island, both for astronomy and as a base for field studies for which Jersey is remarkably well suited.



The London Schools Concert Band joined in the Royal Festival Hall's silver jubilee celebrations with a performance on London's South Bank this week.

Independent Television for Schools & Colleges 1976/77

ITV's service for schools and colleges in 1976/77 will provide a wide range of programmes - from stories for infants to A-level chemistry.

Programmes start on Monday, 20 September.

My world: stories 4-6
Stories, mime, drama to stimulate pupils' imagination

My world: real life 4-6
Films on a wide variety of real-life subjects

Seeing and doing about 6
Miscellany: to stimulate creative activity

It's fun to read 4-6
Introduction to reading

Alive and kicking 6 and 7
Health education/general interest

Stop, look, listen 6 and over
Environmental studies

Finding out 7-8
General interest to widen children's experience

Figure it out 7 and over
Mathematics

A place to live 8-11
Natural history

Picture box 8-11
A stimulus for creative work

History around you 8-11
History

Good health 8-12
Health education: looking after your own health

How we used to live 8-12
Social history

Over to you 8 and over
An English miscellany

London - the making of a city 9 and over
History/general interest

The world around us about 10
General studies

Writer's workshop 9-12
English: material to assist creative writing

Exploration man 10 and over
Integrated studies: finding out about man

Look around 10 and over
Scientific investigation of environmental problems

Meeting our needs 10-13
Integrated studies: Man's mastery of the environment

Biology
It's life with David Bellamy

10 programmes for mixed ability pupils of 11-13
It's more life with David Bellamy

10 programmes for mixed ability pupils of 13-16
French studies 12-16

French life and language through everyday situations
Romeo and Juliet 13 and over

A special production of Shakespeare's play
Starting out 13 and over

Personal relationships/careers
Believe it or not 13 and over

Religious education

Music scene 14-16
Music and music making

The land 14-17
O-level geography of Britain

Looking at television 14 and over
Media studies

Viewpoint 14 and over
Mass communication in society

The messengers 14-18
Film extracts for English and moral education

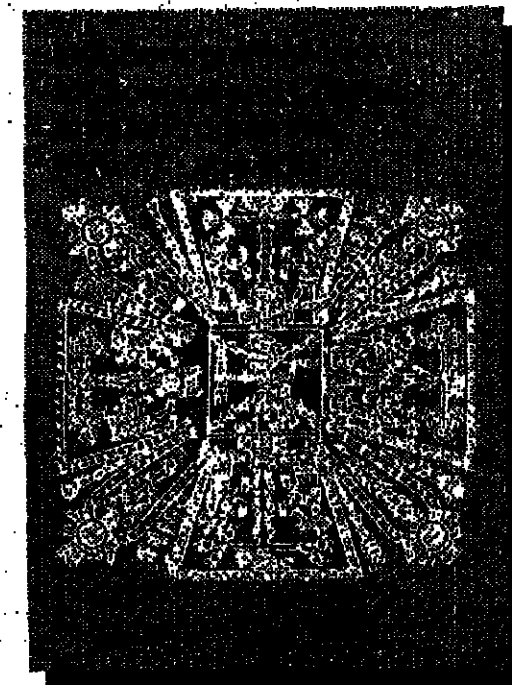
Facts for life 15-18
Human biology, health, and education for parenthood

Experiment A-level
Experiments related to the A-level chemistry syllabus

Local Series
Additional local series are transmitted in certain regions. Further details from your local ITV Company.

Publications
To ensure prompt delivery for the Autumn Term, make sure that your school's 1976/77 ITV order form reaches your local ITV Company before the end of May.

Further Information
For further information about the ITV service to schools and colleges write to: ITV Education Secretariat, Castle House, 37-45 Paul Street, London EC2A 4LB.



The Annual Programme is now in your school. It gives transmission times and details of all programmes available in your region. Make sure you see it.

_TES 7

reading

storybooks

A black and white illustration of a young girl with short hair, wearing a short-sleeved dress, standing next to a zebra. The girl is smiling and looking at the zebra, with her hands held out towards its head. The zebra is facing the girl. A small bucket sits on the ground between them. The background is plain white.

COURSES

PLYMOUTH POLYTECHNIC

EDUCATIONAL TECHNOLOGY

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One year full time course integrating all aspects of Educational Technology. Development projects preferably related to the participant's own institution are a required part of the course. Commences September 20th, 1978.

POLYTECHNIC DIPLOMA

One term full time course for teachers, lecturers, etc., wishing to develop Educational Technology in their own institution. Commences September 20th, 1978.

The courses are housed in the Hoe Centre which has full technical and studio facilities and is situated between the City Centre and the sea.

Applications as soon as possible to The Registrar.

Orke Circle, Plymouth, Devon, PL4 8AA

Middlesex Polytechnic

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- **Counselling and Therapy of Disturbed Children**
Monday mornings, 25 April-27 June, 1977
- **Support Group for Practising Counsellors**
Monday mornings, 17 January-21 March, 1977

Write or telephone for a brochure giving full details of the above courses: Fred Parlington, Middlesex Polytechnic (Ref. C123) The Burroughs, Hendon, London NW4 4BT; 01-202 6545.

ORGANIZATION AND MANAGEMENT OF SCHOOLS DEPUTIES OF SECONDARY SCHOOLS

which is designed to increase their understanding of the nature of school organizations and their management problems—particularly those arising from schools' reorganization and development. The course is residential in rural Durham over three weeks, separate weeks being spaced over two terms. Over the past three years it has been run under the auspices of the LEAs in the Northern Region from which almost two hundred Heads and Deputies have attended. The courses continued in the Northern Region but are now made nationally available, four courses being arranged for the academic year 1976/77. Full details and application forms from the Education Faculty Registrar (Ref. 7253) Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7ES, Telephone 71217.

Sunderland Polytechnic

PROFILE

Discreet charms of the inquisitor



Philip Venning meets Janet Fookes, chairman of the lively parliamentary subcommittee on education

Aspiring educational pundits, self-publicists, windbags, and propagandists, beware. However low an opinion you have of the education subcommittee of the House of Commons Expenditure Committee, you accept an invitation to appear before it at your peril.

The committee's chairman, the tough but charming Miss Janet Fookes, MP, has got your number—though of course she is far too polite and too professional to let it show. Too obviously, that is.

Week after week, stone-walling civil servants, blinkered union leaders, and the rest of the educational circus go on parade before her committee on Monday afternoons.

And with a smile, a raised eyebrow and an appropriate simile, she uses gentle questioning to prick all the ritual statements and evasive replies she hears from them.

No one could have doubted her note of scepticism when she hinted to the National Union of Teachers that it was inconsistent to call for more consultation by the Department of Education and Science and at the same time refuse to consult over the Government's chief education policy—the cuts.

Nor is she averse to poking occasional fun at the committee itself. Commenting on a reply that it would be better if poor quality educational research was allowed to die decently in obscurity, she said: "Sometimes one finds that with regard to previous reports of this committee."

"It is no surprise to learn that prelates work was her favourite activity at school. 'I adored them. My school reports complained that my essays needed padding out.'"

Janet Fookes joined the education subcommittee in the last stages of its inquiry into further and higher education. It was the committee's second inquiry—the expenditure committee was a novelty introduced in 1970—and it taught valuable lessons for later work. The subject was altogether too large for an inexpert committee, and its recommendations were treated with barely concealed contempt by the DES.

But even though few of the committee's members have lasted for more than one session, (Janet Fookes is very much the exception), the committee has become better at

choosing rather more manageable subjects to look into.

After sitting on the inquiry into postgraduate education, and on the "quickie" into educational maintenance allowances, Janet Fookes took over as chairman of the committee in January 1975 when the next subject was charities—a report which made important recommendations on simplifying the definition of charitable purposes.

The present inquiry—which should come to an end in about four months' time—is rather different. It is into priorities and decision taking in the DES, and was prompted by a critical report about the DES by the OECD.

"The one we are doing is unusual," Miss Fookes said. "We are trying to work out how a department ticks rather than just gathering factual information and drawing conclusions as we did with the other inquiries." Nor will they ever know if they are successful.

The inquiry represents a further development by the Commons expenditure committee in the direction of American congressional committees which play such an important part in the American political system. Other subcommittees of the expenditure committee have already shown how this innovation has helped redress the fading powers of backbenchers.

They have also proved how effective specialist MPs can become once they sink their party differences. But the idea still has a long way to go.

Janet Fookes would like to see the expenditure committee strengthened, but as an adjunct to, rather than a rival of, the Chamber.

"I would think it is in a state of growth. It is a new concept and it will take some time to evolve the best way of working. What I would hope is that it will provide fodder to make the debates in the House more effective."

The old estimates committee, her predecessor, was too narrow, she believes, because it only looked at how money had been spent. The remit of the expenditure committee was much wider.

"I am sure it is a way of strengthening Parliament because knowledge is power. If one is thinking of trying to modify or curb government policy or action, you need to have facts at your disposal."

In her 10 years as a local councillor, Mr. Fookes found that she, always had contact with the officers. But at national level there was no way that backbenchers, even Government backbenchers, could meet civil servants. So one value of the committee was that it enabled her to talk to civil servants, albeit in a formal way.

Janet Fookes had set her sights on politics as a child in East Angles in the 1940s. Even when she went into teaching after taking a degree at Royal Holloway College, London University, she was planning to get to Westminster and always swore that the last thing I would ever

be was a teacher. In fact I enjoyed it enormously."

But it was 12 years before she was elected as Tory MP for Margate and Morden in 1970. During the period she taught history and English in several small independent schools in the Sussex area, so as to allow her to serve as a Harington councillor, and chairman of the education committee there from 1967 to 1970.

Her experience of education was a natural asset to the Conservatives who have always been short of practising teachers. So it was not surprising that as soon as she became an MP she was appointed one of the secretaries of the Conservative parliamentary education committee.

Mr Norman St John-Stevens, chairman of the Tory committee, has recently set up several working groups, and Janet Fookes is now chairing one that is looking at standards and discipline. But though she is reluctant to label herself politically, her views on education are probably closer to those of Dr Keith Thompson than Dr Rhodri Iwan Jones or Mr St John-Stevens. They are conditioned by her conviction that all politics, education included, are complicated and can only be tackled with the weapon of knowledge.

"I tend by temperament to be a middle of the roader. Most subjects are complex. Extreme views rarely embrace all truth." It is her ability to avoid the simple answer and to make informed decisions which she regards as her greatest strength.

"I have a fairly clear mind and a well balanced one. I hope I can take on hard subjects, whether I'm relatively expert or not, and make a judgment. In politics you are lucky if you are as expert in as many as two fields—you need the kind of mind that can look at a subject which is unfamiliar and make a political judgment."

The private sessions of the expenditure committee bear out her beliefs. It is an all-party committee with quite a wide spread of political opinions—but there "is surprisingly little dissent."

"There is a willingness to work together and produce something acceptable to all. When you are studying something in depth, it does not lend itself to posturing. You can lay down a few general principles but it gets much more difficult as soon as you go beyond that."

Merton and Morden constituency was chopped up by the boundary commission, and so in 1974 Janet Fookes was adopted as candidate for Plymouth Drake, a seat which she held in the October election by only 34 votes. Because the constituency is marginal, she inevitably has to spend a good deal of time nursing it. This has stimulated an interest in defence because it includes two commands—units the naval dockyards, an RAF station and several other military establishments.

Janet Fookes is clearly destined for ministerial office—a future Secretary of State, perhaps, or Minister of Defence. And she is not wasting time about learning all she can about Defence. The job of an MP, she is already on the panel of committee chairmen, and her political career is decisively on the way up.

But she recognizes that her future depends very much on the whim of a handful of voters in Plymouth. "I believe it is a miracle being here. Even if I remain a backbencher I will be happy just being here."

Too much secret planning at DES

Lord Crowther-Hunt, former minister for higher education, this week criticizes the Department of Education's secret planning processes as "ill-equipped and ill-organized".

Too much planning is done in secret without any expert advice, he says in the first of three articles published today in *The Times Higher Education Supplement*.

There is not one educational expert in the planning unit. "It contains no educational psychologists or sociologists or professors or lecturers in education. Indeed, there is not a single psychologist or sociologist in the whole department."

The planning unit is composed entirely of administrators who are primarily concerned with day-to-day work. During the 15 months in which Lord Crowther-Hunt was at the department three individuals held the top job of the planning unit: "hardly a recipe for being able to develop an awareness of new educational thinking let alone being able to contribute to it."

The recommendations of the 1968 Fulton report on the Civil Service,

which said that education experts should be appointed, had not been carried into effect.

"A Fulton-type planning unit in the DES would have consisted of education experts of various kinds—perhaps led by a professor of education as the department's senior policy adviser with a status not inferior to that of the permanent secretary. And it would have included educational psychologists, educational economists, sociologists of different specialisms and others with relevant disciplines and fields of expertise."

But the department's planning unit is naturally not at all like this. Its 14 members consist of an under-secretary, an assistant secretary, three principals, three higher executive officers, two executive officers, one clerical officer, one clerical assistant and two secretaries.

Lord Crowther-Hunt will be appearing before the education subcommittee of the House of Commons Expenditure Committee on Monday to answer questions about priorities and decision taking in the department. The subcommittee was set up after a critical report on the department by the Organization for Economic Cooperation and Development.



Crowther-Hunt: Experts kept out.



Fowler: Planning impractical.

Industry must have a say—Mr Fowler

Employers should go into the schools to convince both teachers and pupils of the importance of keeping up maths and science subjects for as long as possible, Mr Gerry Fowler, the minister in charge of higher education, said last week.

He told the Standing Conference of Employers of Graduates that employers had a proper interest in wanting to guide the career, and therefore the educational, choices of schoolchildren.

"Because of early specialization, effective career choices are often made at too early an age. Employers perhaps more than anyone else can get across to those who are faced with such choices the advantages of particular careers and the importance of keeping up certain disciplines, such as mathematics and at least one science, in order to facilitate entry into and development within those careers."

The freedom of pupils to choose their secondary school subjects usually meant freedom for their parents or their teachers to choose. Too many pupils gave up too early subjects which were essential if

they were to have a wide choice of careers.

Mr Fowler told the employers that the idea of adjusting the intake of higher education to meet estimated manpower needs in the future was impractical. This was an idea floated by his predecessor, Lord Crowther-Hunt.

There would always be a poor match between the output of first degree graduates and the needs of industry. With a worsening economic climate, graduates were increasingly coming for courses that were directly relevant to the needs of employment.

But it was not obvious that technology, or even science in general, were the only relevant subjects. "Industry needs its due supply of responsible and enlightened young people educated to consider problems dispassionately and to reach conclusions on evidence rather than prejudice."

Instead of expecting first degrees to provide young employees with specialist skills, employers should rely on postgraduate or post-experience courses. Provided employers kept the education system well fed with up-to-date information it was much easier to match the output of postgraduate and post-experience courses to their needs.

Crash courses in languages

Secondary pupils in Inner London are being offered crash courses in a second foreign language. The courses, organized by two polytechnics, will take place in July after the summer exams.

They aim to take 105 students from scratch to a sound working knowledge of Spanish, German, Russian or Italian, in 10 sessions of five hours, using the latest language teaching techniques.

The Central London and South Bank polytechnics are financing the two-week courses themselves, and staff are giving up their own time to teach the classes.

Students will be selected for their aptitude and interest in the study of a first foreign language, but who have no opportunity for learning a second. They need not intend to specialize in languages.

The aim is to stimulate more interest in foreign languages among students in all sorts of trades and industries. If the experiment is successful it may be expanded next year.

Short cut to an OU degree

Students at Birmingham Polytechnic can now take a short cut to an Open University degree. A new joint scheme between the poly and the university awards successful students a teaching certificate and five out of the six credits needed for a degree.

The course starts in September and new students will study a university foundation course as part of their teaching certificate. Those who do well can enter another university course in their third year and complete their sixth credit a few months after leaving the polytechnic.

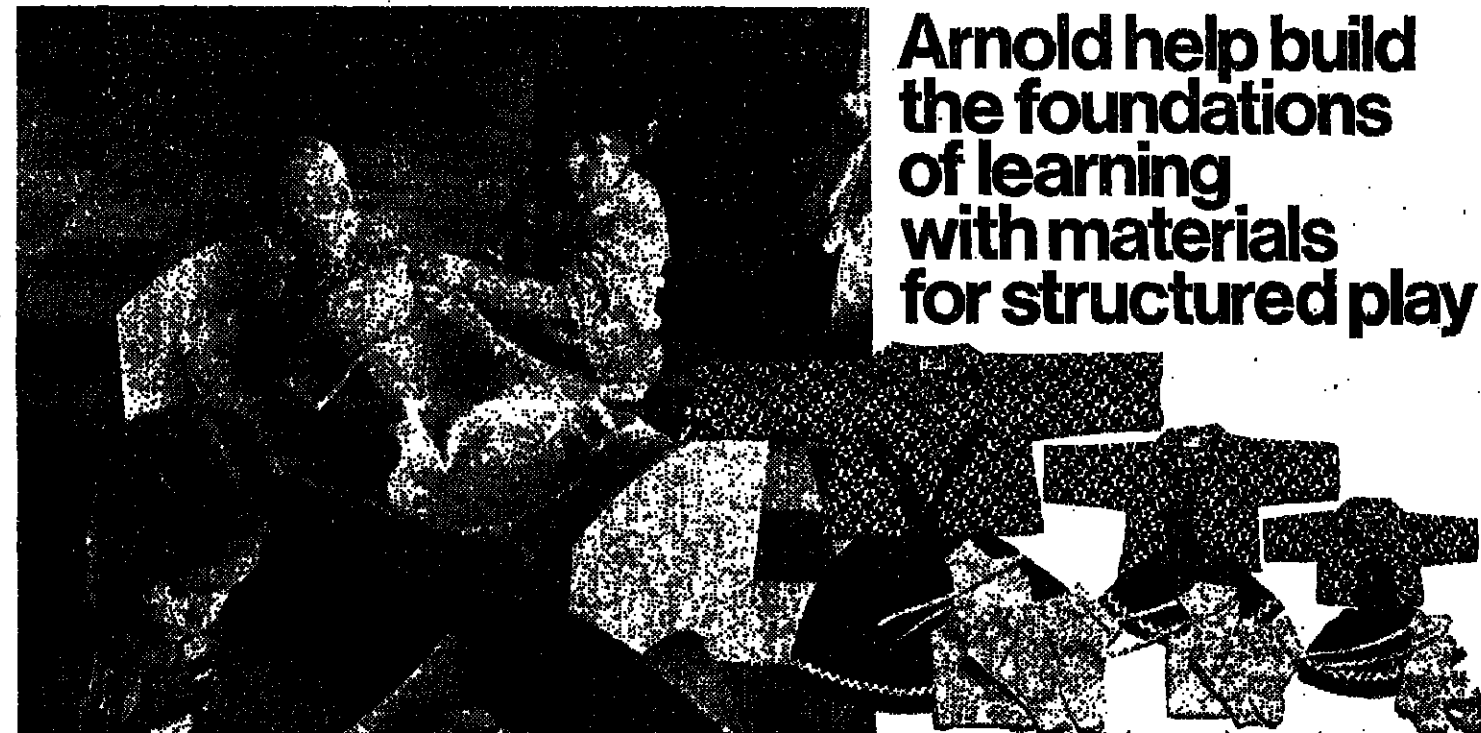
The scheme is the second example of collaboration between the university and a teacher training institution. Milton Keynes college of education entered into a similar arrangement last year.

Applied geography

A degree course for those who want to do geography and not just study it starts at Huddersfield Polytechnic in September. By concentrating on practical and vocational skills, the applied geography course will prepare students for a variety of jobs in recreation, transport or water management and central or local government planning.

These skills include the use of the computer, the gathering of information and methods of monitoring environments and the needs of communities.

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Fee: £35. Students arrange their own accommodation.
The course is intended for both native speakers and
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The Director of Summer Courses, Dept. of English,
Hammersmith and West London College,
Hugon Road, London SW8 2ES

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Collingwood, WPF, Central Hall, Matthew Parker Street, London SW1H 9NN.

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TES SPECIAL INSETS 1976

A complete list of the special insets due for publication
in the TES during 1976 is available to readers and adver-
tisers. If you would like a copy of this list please write to:
The Advertisement Manager, The Times Educational
Supplement, P.O. Box 7, New Printing House Square,
Gray's Inn Road, London WC1X 8EZ.

Sport



Pulley-hauler: Hugh Pilling, of Bristol, with two other crewmen of the topsail schooner Sir Winston Churchill at the start of the tallships race from Plymouth. Girls will take over for one leg of the course.

Virtue in 'stillness'

Children and their teachers from
inner London schools packed the
Great Hall of County Hall recently
to hear Mr Dorian Williams,
president of the London Schools'
Horse Society, of great horses and
riders he knew during his period as
chief BBC commentator on show-
jumping and other equestrian ac-
tivities.

Among the greatest riders he put
Peter Robeson, "classically correct
and totally painstaking". Put
Smythe, "tremendous dedication
and skill" and Colonel Frank
Weldon "the greatest event rider I
have seen". Among the horses
were Killarney (Col Weldon), Laur-
eston (Richard Meade), Sen Bruce
(Mike Dillon) and the 14.2 hands
pony Stroller "for his amazing gym-
nastic ability and courage".

He regarded David Broome as the
best of the contemporary show-jump-
ers, his great qualities being per-
fect sense of timing, "marvellously
clever hands" and his "stillness".
Stillness and quietness were the
qualities which put a horse into the
right frame of mind.

"A horse in the right frame of
mind will go on for ever, but an
unhappy horse will always be
troubled. Perhaps the same could
be said of human beings."

Suzanne in line for third crown

Suzanne Hunt (Kesteven and
Grantham Grammar School) defends
her under-16 title at the Stig
English schools table tennis
championships at Luton Sports
Centre tomorrow. If she succeeds,
it will be her third consecutive title.
She was junior champion in 1974.

Douglas Johnson, of Washwood
Heath Comprehensive School, win-
ner of the boys' under-16 event
last year, is favourite this time
to take the senior title. Ranked
sixth among England's juniors, he
is top seeded for Luton.

There are 253 entries, 33 more
than last year, and a place in the
42-strong team to play Scotland in
June is among the rewards.

Eye on the rules

The latest edition of the Official
Rules of Sports and Games, the
twelfth since it began in 1949, is as
usual a valuable book to have
around wherever several sports are
practised. 26 minor and junior
sports, from archery to water polo,
are dealt with in its 862 pages.
However, for greater school use
the publishers should consider a
break from the present format to
include the rules of sports such as
mini basketball, mini volleyball,
mini rugby, five and six-side foot-
ball, eight-side cricket.

Official Rules of Sports and Games
1976-77. Edited by R. C. Churchill,
Kaye and Ward. £5.25.

Welsh k.o. English boxers

by Stanley Levinson

England were surprisingly beat
10-5 by Wales in a schools boxing
international at Guernsey. Most
of the 15 bouts were close affairs,
it was a blow to the English in a
tournament they were expected
to win.

With the sponsorship of hot
chief Billy Butler and the Ven-
Club of Guernsey, the event
tributed towards the £2,000
is being used to help handicapped
and underprivileged children
the islands.

The contest was arranged
stimulate Channel Islands in-
in schools boxing, and two
boys competed as members of
Welsh team. In the senior
class Paul Rose, of Alderney,
Frederick Hopkinson (North East
point), but Paul Proust, of Guern-
lost in the first round to Nick
Kilson (Middlesex) in the
division.

Three of the bouts paired
who had been in opposite cor-
the Schools Amateur Box-
Association championships at the
pool in March.

Paul Lovellus (Stanwell Com-
hensive, Penarth) gained re-
over Kevin O'Donnell (St Bon-
ture's School, Newham, Lon-
but the others confirmed the
book verdicts. Anthony St-
(Thomas Tallis School, Lon-
defeated Stephen Morris (Cran-
colling School, Cwmbran) and
Treblecock (St Ithys College, G-
diff) beat Andrew Edmunds (Te-
mount Grammar School, Har-
Other results (Welsh names in
Stephen Hewitt (Cardiff) beat
Clase (Raby Comprehensive, St
Llynon, Merseyside); Wayne Pa-
(Cardiff) beat John Pinner (St
Vaughan RC School, Plymouth);
than Allison (Thames) lost to K-
O'Reilly (Hishop Ullathorne Sch-
Warwick); Peter Jones (Peny-
lost to Keith Wallace (Whiston C-
prehensive School, Huyton).

Stewart Sutherland (Penarth) lost
Martin Wootley (Charm Park Sch,
Midstone, Kent); Paul Lewis (Es-
port) beat Kevin Edmunds (East
don); Nigel Page (Swansea) beat
Taylor (North West); Nino W-
(Cardiff) beat Jason Lee (Middle-
Clifford Pinner (Glansly High Sch,
Cardiff) beat Tony Lodge (Rice
School, Flossmore Park, Chesham,
David George (Swansea) beat K-
Marshall (Curren School, Stas-
Linc).

Nearly 300 volleyballers from
Belgium, Holland, West Germany,
Sweden and Britain competed in
Bristol, a considerable organiza-
tional feat.

Badminton finals

The busy schools badminton season
draws to a close tomorrow with the
finals of the Top School tournament
at the Abbey Stadium, Redditch.
Three titles are at stake—mixed,
boys and girls all at under-16 level.

Henry Cavendish School (Derby)
will defend their boys' title and will
try to add the mixed prize to it.
In both sections they will be op-
posed by Erith School, Kent.

A third school going for a double
is Thorpe Grammar School, Nor-
wich, who are tackling the mixed
and the girls' events.

240 walk to six titles

More than 240 boys and girls
but at Uphurst Manor School, G-
ingham, Kent, tomorrow for
national schools road walk
championships. Six titles are
at stake and the distances range
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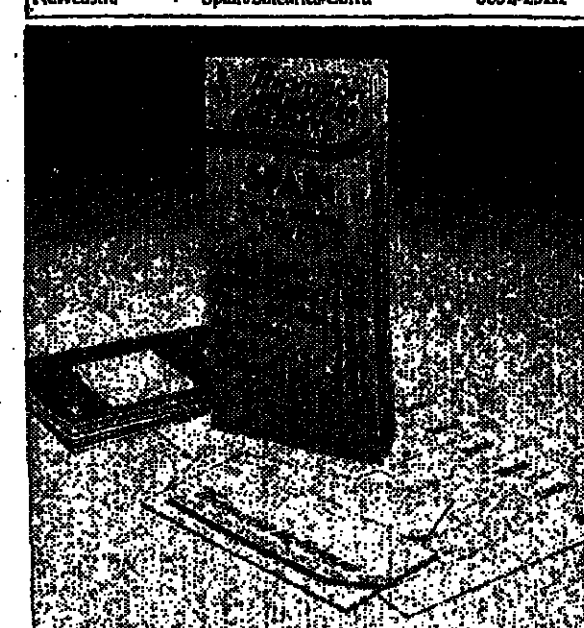
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Republic of Ireland

Union condemns cramming as 'unprofessional'

from our correspondent

DUBLIN The growing practice of "cramming" students for State examinations has come under heavy fire from the Association of Secondary Teachers (Irish), whose members teach certificate classes in a majority of the Republic's post-primary schools.

In a report of a subcommittee set up especially to examine the problem, the practice is condemned as being unprofessional, and union members who engage in it—except in special circumstances, with the consent of the pupil's parents and his normal form teacher—are criticized for breaching professional ethics.

Cramming schools have in fact become an increasingly familiar part of the educational scene in the Republic in recent years, particularly in the wake of the inexorable increase in the standard required for university entry. Although the normal minimum standard for an open-entry faculty like arts is still only two honours at leaving certificate level, most entrants' qualifications are higher.

In the more competitive faculties, such as medicine and law, good examination results are at a premium. To meet these needs, and the needs of students who may simply be worried about passing the leaving certificate in a sufficient number of subjects to attract a prospective employer, a number of cramming schools have been created.

Generally, these schools operate after normal school hours, and their staffs frequently include highly qualified secondary teachers who also hold full-time teaching positions in ordinary schools, but who are prepared to put in up to five or six extra hours a day in return for the very substantial rewards offered.

Teaching is often done in one- and-a-half-hour units, for which the teacher will be paid anything between £5 and £7. Some teachers may do as many as three such units in a night. The students pay £1.50 or so per subject per session, less if they are doing more than one at the same time. Even so, an intensive one-week course in two or three subjects could easily end up costing £15. And, with class sizes of between 30 and 40 students, one establishment is reputed to be grossing in the region of £8,000-£9,000 a week.

The ASTI is understandably worried by the effect of an extra workload like this on their members, and on its implications for their normal teaching. The schools themselves, while generally tending to ignore the existence of the cramming schools, rarely encourage pupils who have failed to achieve sufficiently high standards to come back for an extra year, and in some cases are probably just as happy that the cramming schools exist to divert pressure from their own facilities.

Norway

Adult 'distance learning' gets major boost

A new institution to provide and coordinate distance teaching, particularly that for adults, has been founded in recently published Government plans. The new body will use radio and television programmes, film, videotape and cassettes as well as conventional correspondence school tuition methods to provide a range of courses up to university-entrance standard.

Some courses will prepare students for existing examinations, such as the school-leaving exam, while others will lead to specific qualifications. The institution will not set any exams or provide any qualifications of its own.

A central objective will be to provide teaching for adults in need of re-training because of changed working or social circumstances. Other target groups include seamen, handicapped people unable to attend ordinary schooling and foreign workers and their families.

Mike Duckenfield

Holland

Government fights off middle school opposition

A motion in the Upper House by the conservative Liberal Party (VVD) condemning the proposed establishment of secondary middle schools, which would be obligatory for all 12 to 16-year-olds, has been defeated by 40 to 31 votes (TES April 30).

Opponents of the schools believe that they would endanger the principle of free educational choice set out in the Constitution.

If the Government continues with its plan, the Constitution will have to be changed accordingly. But it is to be changed accordingly. But it is to be changed accordingly. But it is to be changed accordingly.

The middle school is scheduled to become the cornerstone of Dutch education after the year 2000. Its main advantage, according to its supporters, will be that pupils will be able to postpone their choice of further study or vocation until the age of 16.

Arnold Lissauer

John Cleverley, recently in Peking, reports on the educational implications of the Chinese power struggle

Radicals will press ahead with plans for cementing work/study links

The continuing struggle in the Chinese leadership, marked by the fall of Teng Hsiao-ping, has major implications for the future of radical policies in education. During 1975, a challenge was mounted by a group opposed to the post-Cultural Revolution reforms. Its leaders, Chou Jung-hsin, the Minister of Education, and Liu Ping, the deputy party secretary at Tsinghua University, have now been openly charged with the Teng crime of taking "a rightist deviationist line".

The minister and Liu Ping are represented as turning the clock back to the early sixties by trying to abolish reforms like two years' work experience following secondary school, political criteria determining university entry, non-expert government in educational institutions and physical labour for all.

However, these changes are popular with many, not least because today's education is associated with China's spectacular technological advances, national stability and her growing international respectability. There is little grass roots support for the critics.

I found Chinese teachers much more confident than on my last visit in 1972 when the Cultural Revolution was still a recent event. Material conditions have improved. Admittedly rationing continues in grain, animal fats and cotton, but the shops have the goods to tempt, and a modest wage for teaching can buy a television with the annual savings, or bank their money at 4 per cent. There is no inflation.

Differences in income levels are integral to Chinese society at present, with the policy clearly stated "to each according to his work". Peasants on poorer communes share their poverty; city officials do much better, albeit with some guilt feelings.

Since the Cultural Revolution, party branches have been re-established at all educational levels. The big loser is the People's Liberation Army whose uniforms have virtually disappeared from the school administration scene.

The gap in management left by the PLA has been partly filled by worker teams under the year "dictatorship of the proletariat" campaign, and by greater professional representation. None the less the revolutionary committees which were the schools are firmly under the direction of the party branches.

After the welcoming speeches, the visitor's first stop in a Chinese school three years ago was towards the classroom. Today it is into the school factory which is being extended and diversified with some school introductions to the techniques. Older students are spending from a quarter to a third of their time outside the classroom and block time for school children in factories and the countryside has become standard.

Factories themselves have become more attuned to taking students. For instance, the Wuhan Heavy Machine Plant attaches students to retired workers, has guidelines for factory-school responsibility, offers graded work experience programmes, and has a scheme for reporting back on individuals.

The various "integration with society" programmes have encountered snags. Some factories refuse to cooperate if this means slowing production, or they engage students only for manual work. Peasants, already fully extended, can find these exercises an additional burden. The considerable time spent on practical work is resented by some teachers who



School emphasis is heavily on the practical.

would separate theory and practice and reduce the latter. A few even consider statements like "theses are bundles of waste paper without practical use" expressions of anti-intellectualism. Liu Ping of Tsinghua was scathing about the present crop of university graduates, describing them as "unable to read a book".

Selection procedures for further education continue to put political reliability first, with academic ability underplayed. Some universities require no more than a cursory look at school records and a short discussion with the candidate before appointing others. But with entry education highly selective, and an enormous pool of talent, the very able still find their way to the top.

While the academic levels reached by some students is giving concern, and by large the Chinese think the case worth it.

The practice of taking in unqualified older peasants and workers for largely ideological reasons has been abandoned in undergraduate courses; however, many short programmes are still mounted for them.

The present policy is to encourage students to return to the factories and communes from whence they came. At Chiao Tung University, Sian, the authorities required permission from the home factory before they could retain a talented student for post-graduate study.

The universal practice of requiring two or more years' work from high school graduates before entry to tertiary education ensures that all students now fit the category of "worker, peasant, soldier students". Thus the old charge that the universities are filled with bourgeois students has lost its force.

In the early seventies, the future of the May schools, where teachers and officials were subject to the regime of physical labour and political study, was in doubt due to excesses of enthusiasm, and their separation from peasant life. However, a proven capacity to cleanse inmates politically now sees them in great demand.

Offices and universities have formed their own May 7 schools, and the waiting lists are up to five years. Their managers lecture new recruits on the spinelessness of talk, chair, making the point that the discomfort they feel when lined up in uniforms shouldering spades is sure proof of a need for re-education.

The other ADGs are: for education, Mr. Siroma Tanguine, Soviet Union; for natural sciences, Mr. Abdul Razzak Kaddoura, Syria; for programme support and administration, Mr. Jacques Rigaud, France; and for cooperation and external relations, Mr. Dragoljub Nalman, Yugoslavia.

Unesco top team completed

Mr. Amadou Mahtar M'bow, Unesco director-general, has named two more Assistant Directors-General and thus completed the seven-member cabinet he has been forming since his appointment 18 months ago.

Mrs. Marthe Hildebrandt of Peru is the new ADG for social sciences; since 1972 she has been director of her country's National Institute of Culture and before that she directed Unesco's programmes at San Marcos University, Lima.

The new ADG for culture and communication is Mr. Mokhammad Makhlouf of Indonesia. He was for some years his country's director-general of education.

The other ADGs are: for education, Mr. Siroma Tanguine, Soviet Union; for natural sciences, Mr. Abdul Razzak Kaddoura, Syria; for programme support and administration, Mr. Jacques Rigaud, France; and for cooperation and external relations, Mr. Dragoljub Nalman, Yugoslavia.

Sweden

Nursery hopes for working parents

Working parents, or those engaged in full-time study, with children too young to start compulsory schooling would be given the right to draw benefit for lost earnings for one whole and two half days a year so that they can take part in nursery school activities if proposals for a Swedish Government commission on family assistance are adopted.

Italy

Elections will mean more hold-ups to reforms

from Dalbert Hallenstein

VERONA Last Saturday's decision to appoint Parliament and hold general elections on June 20 means that several already long-delayed educational reforms now have no hope of being enacted for months, or even years.

The reforms of Italy's crumbling university and secondary school systems are the most important of these. But, for constitutional reasons, all the various educational reform Bills now under discussion at parliamentary committee level will have to be re-presented and rediscussed again from the beginning when the new legislature assembles.

Newly-elected Italian Parliaments are notorious for the interminable delays involved in appointing not only a Government, but also the dozens of committees necessary to finally begin the task of legislating, so that with the coming summer holidays and the time-consuming tradition of lagging for positions of power, serious work will almost certainly not begin until at least October.

If, however, the electorate swings decisively to the left, and a strong Socialist/Communist government is formed, the traditional delays might be overcome.

The long legislative vacuum caused by the coming elections could also affect a number of half-completed reforms. These include

the long-delayed holding of elections to appoint hundreds of school district councils. These will be responsible, among many other things, for the immediate spending of £1,200m allocated for an ambitious school building programme.

Plans to complete the decentralization and reform of vocational training could also be seriously hampered by delays in vital Government legislation.

The renewal of the three-year State teachers' contract will also be complicated by the coming elections. Although Signor Moro's Government technically remains in office until the elections, it is doubtful whether it can negotiate the considerable salary increases which the country's 820,000 school workers are now demanding.

At even if it agrees to the teachers' demands, the contract must be later ratified by a Parliament which does not yet exist and which the present caretaker Government does not represent.

An important novelty of the elections will be that two and a half million young people between the ages of 18 and 21 will vote for representatives in the House of Deputies for the first time.

Voting for the Senate, however, is still limited to electors over the age of 25, and this could lead to a situation where the country has a conservative Senate blocking a left-wing House of Deputies.

South Africa

More Africans pass primary level

JOHANNESBURG The number of African children at school in South Africa went up by 237,000 last year, bringing the total to more than 3.7m. Giving these figures in its annual report, the Department of Basic Education says this means that one in every five of the total Black population of 17.7m was attending school in 1975.

They were taught by nearly 70,000 teachers at 12,500 schools—an increase of 626 in the number of schools the previous year. The average of 54 pupils per class was still considerably higher than in White schools.

A significant feature of the statistics is the steadily growing number of young Africans who go beyond the primary school. The department points out that 20 years ago fewer than 50,000 scholars had come as far as Standard 5, the entry point to secondary school. In 1975 more than that number had reached Standard 8, leading to matriculation.

Louis Hotz

Australia

Minister promises no spending cuts

SYDNEY The largest-ever education rally to gather in Canberra last week heard Senator John Carrick, Minister for Education, pledge that the Government would maintain the present level of education funding. Two hundred thousand delegates from every State, representing parents' and teachers' organizations, took part in the rally.

Senator Carrick also promised that the Government would not abolish the Schools Commission. It continued committed, he said, to expanding programmes for the underprivileged, the handicapped and Aborigines.

Senator Carrick's speech was the firmest denial that the Government has issued so far to contradict persistent rumours that the Budget in August will cut educational spending and that the future of the Schools Commission is in jeopardy.

John Kirkaldy

France

10m go to workers' courses

from William Farr

PARIS Ten million workers have followed courses and attended classes since the passing of the July 1971 law requiring employers to contribute financially to continuing professional training programmes, according to M. Jean-Pierre Solsson, Secretary of State for Professional Training. The figure of 2.5m for 1974 was double that for 1970, says M. Solsson in a report.

The report says that in 1974 manual workers, who form 80 per cent of the working population, benefited from 69 per cent of the training hours provided, while technicians, forming 14 per cent, benefited from 21 per cent of the total.

Employers as a whole were making a larger financial contribution than the law requires: in 1974 it was 1.63 per cent of the total wage bill, while the law only required each employer to spend the equivalent of 1 per cent of his wage bill. The largest part of the State contribution, which in 1975 exceeded 3,000m francs (£300m), has gone

to classes for workers who lost their jobs and wished to train for new skills or new jobs.

In 1974 500,000 out of 900,000 attending State-run courses were under the age of 18. Among these were 33,000 under 15—most of them with no certificate and no technical qualifications—who took six to eight-month courses during which they received £40 a month plus free lodging when the training centre was far from their home. This special programme, originally launched for one year, is to be continued.

Young people who have not had a job since they left school constitute the priority problem. The Government has adopted a law proposed by M. Solsson to be submitted to Parliament which provides that the fund constituted by employers' contributions under the 1971 law can be used to give individual professional training to young people looking for their first job. Until now this fund could only be used for continuing training for those already employed or who had lost a job.

United States

Washington stalls on 'bilingualism'

from Thomas Cahill

NEW YORK What are the responsibilities of a school to pupils whose primary language is not English? This issue has been quietly heating up for the past few years, especially in urban areas, as consciousness of separate ethnic identities has been on the rise and as America has experienced a new influx of immigrants, many of whom, being Asian, have much greater difficulties of acculturation than immigrants from Europe.

The question has now turned into a major tug-of-war between the Federal Department of Health, Education, and Welfare and the local school districts. If it is ever decided—as it well may be, either in court or by Federal fiat—that every American has the legal right to be taught in his own language, public education would be radically transformed.

For nearly a year now school districts throughout the country have been under the impression that they are obliged to provide comprehensive bilingual education for pupils whose primary language is not English.

For districts with significant numbers of pupils speaking a variety of foreign languages the supposed obligation has become a source of despair. How, with budgets shrunk by recession and inflation, are they to provide full instruction in history, maths, social studies and so forth, in, say, Spanish, Korean and Tagalog?

A new internal memorandum, quietly issued by HEW now makes it appear that the school systems are not quite so obliged as they thought—at least for the moment.

In 1974 the Supreme Court ruled in the Lau v. Nichols case that the plaintiffs—pupils of Chinese ancestry who spoke Chinese at home and whose scholastic progress was hampered by their limited ability to understand English—had the right to special consideration by the San Francisco schools they attended.

The court, however, though it enumerated various forms of compensatory instruction, did not mandate a specific remedy. In fact, San Francisco has yet to initiate a special programme for children of Chinese ancestry.

Advocates of bilingual education within HEW, however, used the Supreme Court decision as an opportunity for strengthening their own position.

They issued a document that has become known as the "Lau Remedies", calculated to

give the impression that fully-fledged bilingual programmes were mandatory wherever there were pupils whose ability in English was limited and that school systems that failed to comply risked the loss of Federal funds.

In recent years school systems have generally met the problem of foreign-language children—if they have met it at all—with English as Second Language (ESL) programmes. That is, the children have been taught English by special methods developed to assist them in making the transition from their first language to English. After that, the children have been expected to continue their education in English.

The issue will probably take

pino ancestry—an elaborate, expensive, and perhaps impossible task. Now the Office of Civil Rights of HEW has been forced to issue a "clarification". The "Lau Remedies", it turns out, were "guidelines only" and "not exclusive".

Given the bias at HEW in favour of bilingual programmes, the school districts are still left in a quandary. They must be able to prove that their ESL programmes provide foreign language pupils with equal access to education—civil right. They must, in effect, be able to demonstrate that these pupils do not fall behind if they do not receive all their instruction in their primary language.

The issue will probably take



Minority groups: what are their rights if they want to be taught in their mother tongue?

tion in the usual classes taught in English.

The "Lau Remedies" specifically declare that ESL is not appropriate "as a solution to pupils' language difficulties".

Regional HEW personnel then began to enforce the new directives. School officials in Seattle, Washington, for instance, were told last September by the regional HEW director that they were "required" to provide full bilingual programmes for 1,212 children of Spanish, German, Chinese, Korean, Japanese and Filipino ancestry.

In fact, disagreement was so widespread that by contrast, it made psychiatrists—who so often contradict one another in giving evidence—appear "almost of a single mind", according to the court.

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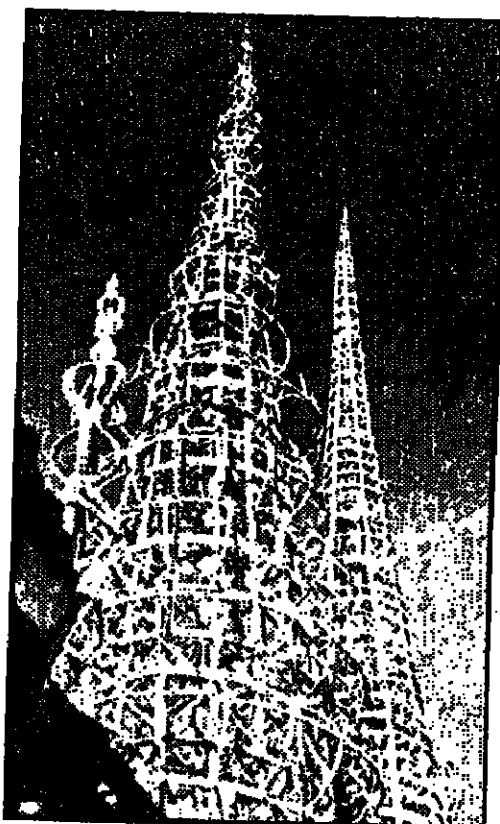
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Making room

Geoffrey Summerfield answers some questions about his forthcoming radio programme 'Daredevils'



Los Angeles' own daredevil: Simon Rodia worked alone for 33 years, building towers 100 feet high in his back yard

Q. Did you choose the topic of daredevils yourself?

G.S. I did, and it was a very difficult choice to make. Kids of 10 and 11 seem to be interested in everything under—and over—the sun; this means that you have the whole universe and the whole of recorded and unrecorded time to choose from. So I decided to "let something come". I watched kids both at close quarters and at a distance, in a variety of environments, just to refresh my sense of what makes them tick. Then one day it struck me that to a peculiar degree they spend a lot of their time taking risks.

Q. In the sense of cliffhanging, or tight-rope walking on busy railway lines?

G.S. Yes, and also in less dramatic ways: though, I confess, I used to have a weakness for busy railway lines. In the more obvious, sensational, sense—swinging in trees, climbing around derelict buildings, trespassing, wading across rivers, teetering along the string-course of a canal bridge—the sort of thing that makes adults go white with solicitous panic and terror.

And in the less obvious sense, kids are doing so many things for the first time—there's no familiarity or precedent: think of all the initiations and rites de passage. Many of these are practised in private—in front of the mirror, so to speak—but many of the most crucial involve getting into a new kind or degree of relationship: what some people call "socialization".

Q. Do you see a gradual progression in all this?

G.S. Not at all. It seems to be very uneven like sporadic energetic explorations, interspersed with periods of quiet, relatively static, withdrawal. And, of course, the whole process is deeply affected by the constraints we impose on them. We don't know much about street games after dark, for example; but presumably a great deal of personal discovery takes place in such games, for working-class kids—I surmise that around 10, 11 and 12, I learnt a great deal about my limits in such circumstances—but we can observe the effect, say, of the transition (the jolt, rather) from junior to secondary school, and we are entitled to conclude that for many kids the effects of this change are lamentable.

At 11-plus, they are forced to regress to a position of low-level subordination; in the top year of a good junior-school, most kids are astonishingly mature, capable, resourceful, and seriously responsible. Then, as "first years" in the secondary school, they are pushed from pillar to post, confused, deprived of responsibility, reduced to dwarf status.

Developmentally, this is crazy: as compensation or balance, then, their curriculum must find generous elbow-room for fantasy. When I was teaching English at Churchfields, West Bromwich, I was constantly struck by the intensity with which the first and second years latched on to every opportunity to work inside fantasy: even those whose predispositions were otherwise for the kind of realism offered by the sciences.

Q. But we all have to live "in the world", don't we?

G.S. Yes, in one sense, of course we do. But we also create our worlds, both in

terms of perception and in terms of acting out those parts that we need to know better. But in general, I don't think we are anywhere near acting alone acting on, a full enough conception of humanness, of human possibility.

Q. Do you see risk-taking as an important part of being human?

G.S. Yes, I do. And if a culture does in some way allow for it and endorse then one of the consequences is malevolent behaviour. An exotic, even blasphemous case is the snake-handling cult of the southern states of America. Here would point to the cults of pseudo-pseudo-science, crazy cosmologies, esmy, astrology, and of the myths of pomorphic animals. The popularly Diuiken, Wheatley, Richard Adams, Alan Garner seems to me symptomatic of a mild crisis—the "world" of our grinds is flat and stale, without life or capacity to animate; hence the search for more glamorous, more intensely charged more significant alternatives.

Q. What, then, of the morality of risk-taking? Especially in its more extreme forms?

G.S. This is central to any consideration of fantasy, and involves the status of the power of what Jung called "Shadow", of what in American Indian cultures takes the form of the "monster"—those parts of our personality run counter to prevailing orthodoxies. Ted Hughes has offered us some insights in his comments on his story "Iron Man" and in his *Crown* poem, analytically, Heuscher in the States, given us *The Psychoanalytic Study of Myth and Fairy Tale*; Jerome S.

for fantasy

at Yale has done some interesting work on "make-believe" (about which he reckons the educational establishment maintain a conspiracy of silence); and in France Schuhl and Marc Soriano have done pioneer work. But in England I can't think of any institution or department that is effectively "getting it together". In this respect we are the victims of our insularity; and we also suffer from the fragmentation of knowledge: the only way to consider "fantasy" is necessarily and unavoidably inter-disciplinary.

Paul Olson did great things in Nebraska when I was there a few years ago: Brian Sutton-Smith, Jerome Bruner, Fanny Schaffel, Kenneth Boulding, together with anthropologists and linguists—a marvellous experience of a variety of disciplines all bringing light to bear, together with "real" people from the community—such as Indians for whom the myths were still true. Not to mention the opportunity to spend timeless hours with John Neihardt, who wrote *Black Elk Speaks*. But it was all temporary—there was no permanent base; and of course in England we have nothing like the Munich International Library of Childhood, serving as a research centre. It's symptomatic of our foot-dragging, that the Osborne Collection ended up in Toronto.

Q. What areas of fantasy does your programme touch on?

G.S. I hope that it offers a great variety of options. For example, you can identify with the eighteenth-century scientist conducting an experiment on a bird in an evacuated globe; or you can identify with the girl who can't "bear the suffering"

and so smashes the apparatus. I'd hope that most kids will find both the scientist and the girl inside themselves, with the competing claims of empirical knowledge and of empathy rubbing shoulders.

Q. That sounds like Wright of Derby—"The Experiment with an Air Pump" from the Tate Gallery.

G.S. Exactly. I started with the picture—one of the greatest eighteenth-century English paintings—and tried to get inside the heads of both the scientist and the girl. Historically, it's absolutely central: an image of the Lunar Society and of the scientific origins of the industrial revolution.

Q. Daredevils?

G.S. Yes, in all sorts of ways. Priestley's house was destroyed by a "mob" because he'd fallen foul of religious orthodoxy; Erasmus Darwin gives us a very vivid sense of a group of experimentalists continually taking risks; and the boilers of the early steam engines had a habit of blowing up in your face.

Q. Do you see art, as well as science, as a way of taking risks?

G.S. Yes. A good example is Turner. He not only dared to have himself tied to the mast of a boat so as to see close into the eye of a storm while not being swept overboard, but he also dared to paint what he saw rather than what he knew was there.

And Dürer, who took a piece of turf and gave it the reverence of total attention: one of the great moments in the history of European art. And that's a very modest piece of risk-taking: we can all take something ostensibly ordinary and make it extraordinary by daring to really attend to it. To a spectator such attending can look quite mad.

Q. If we are civilized, then presumably we can "get our kicks" vicariously, and let the cowboys on the screen do our fighting for us?

G.S. Yes; that's what Wittgenstein did, in the cinema in Cambridge; just as he carried Grimm around in his pocket: he'd also taken real risks of course, not only as a philosopher but also as an elementary-school teacher in Austria. But I'm also interested in hierarchies of risk; for example, the fact that some people get others to take their risks for them: like the sick-joke-statistics about kids sustaining far more serious injuries in PE lessons than when, out of school, taking "foolish" risks by themselves.

I've given two examples in the programme: one, historic—Sir John Franklin's disastrous trip to the Arctic seas. What is the morality of inducing/persuading/brilliant/cajoling other people to take extreme risks?

The other is contemporary: starting from Paolozzi's marvellous picture, "Zero Energy Electronic Pile", I've written the script for the final briefing of a spaceship crew before blast-off. How much brain-washing do you need to be exposed to before you go on such a mission? Are the astronauts the heroes of our time, performing actions that realize the dreams that the rest of us dream? What is a healthy relationship between dream and act? These are questions that have become peculiarly critical in the past 150 years with increasing urbanization, refinement, and the proliferation of occupations that simply don't answer the full range of any human need.

Q. Such as?

G.S. An obvious case: I've always been

absurdly moved by watching kids who keep pigeons. There's the scrupulous care, the tenderness, the delicacy of ostensibly tough lads. And the way the eyes follow the birds into the skies, in the abandon of flight.

It's a potent image, a metaphor of great resonance—hence, in the past, the power of Kex. I wonder if the policy-makers and social engineers in the higher echelons of the DES ever saw such a sight, ever really teased out its implications?

Q. Is that a serious question?

G.S. Perfectly serious: ostensibly weird, but quite serious. Of course, implicitly, it's a root-and-branch question: it's quite likely that we shall soon reach a crisis of alienation that refuses to be solved by merely tinkering with the curriculum, neutral chairmen, open-ended discussions, and all the other nostrums. And that larger question is intimately connected with our attitude to kids' "wishes, lies, and dreams" and to their often passionate attachment to particular ways of knowing.

There's no real quarrel between the peculiar excellences of empirical scientific ways of knowing and the distinctive satisfactions of intensely vivid fantasy: they are both manifestations of a capacity for passionate being and doing; but how can our institutions effectively tap, endorse, contain and sustain these?

Geoffrey Summerfield teaches English at York University, and is currently working on a history of the relationship between fantasy and education, 1760-1860. "Daredevils" will be broadcast next Thursday at 2 pm on Radio 4 VIII in the Radiovision Living Language series.

Out of the prisoning tower

Recollections

Henry Williamson, author of *Tarka the Otter*, remembers what it was like to be 'the worst boy in the school' some seventy years ago

Nearly all of my generation in Britain when young lived under a fairly strict Victorian discipline. Generally speaking, discipline was imposed at an early age in the nursery and continued more or less rigidly—the cane alone being pliable—through one's schooldays. Not all children lived with the spirit of fear, however; but it is mainly true to say that many a small boy suffered malformation of the spirit in the first place through chronic fear in his father's home.

If on the other hand there was love within the home, both parents being in balance together, that and not fear was the base on which the child formed its existence, and its future living.

A child lacking love forms itself alone. It will live mainly in a world of fantasy. Francis Thompson, writing his essay on Shelley in the nineties, startled many good people with his revelations of what the child was, something which felt more keenly than even adults. "Thus beset, the child fled into the tower of his own soul, and raised the drawbridge." I had Thompson been born a generation later, he might have added the epithet *loveless* before "child"; and that sometimes the loveless child rushes wildly out of its prisoning tower, to steal (fortifying itself with possessions); to release tensions by setting fire to dry grassy fields; to arm itself with a horse-pistol costing ninepence in a junk shop, to load it with black powder and rammed newspaper wads, and thus to advertise, amidst wonderful blue smoke, its own importance.

School was an extension of my "wild boy" (my father's words) fears (my word). But I was not always afraid. Looking back to my boyhood, I realize how fears were often evaded; if their effects are not entirely lost in the elderly man today.

I attended what was originally described as "the Free Grammar School in the Borough", established "of all the best orders and exercises in use at the Free Schools at Westminster, Paul's and Public Free School at Eaton".

The school was at Blackheath. Its founder, in the days of his youth before he created the school partly as an act of penance about 320 years before I arrived there, had badly blotted his copybook by making a speech in favour of the beheaded Earl of Essex, in the hall of the Christ Church at Oxford. The speech was reported as sedition to the Lord High Treasurer of England and his arms bound with cords, the undergraduate was taken to Newgate. But the Lord High

Treasurer advised the Queen to show mercy to the youth who, in his later age, as a priest of the parish of Loos'n, as it was still called when I was a boy, devoted himself to good works and the re-establishment of a Free School.

The masters of this establishment, when in due course my nervous self attended there, in a cousin's rough-down Eton jacket and trousers and hob-nailed boots, with one exception, were boys of Lower School there were bullies, who occasionally hunted and sat on me in one or another of the dark lobbies, during the luncheon hour. They held my head underwater while I was learning the breaststroke in the Ladywell Baths, the reason being, I think, that the small thin child with the abnormally large brown eyes gave out an irritating timidity and inability to be as other boys. These roughs, as I thought of them, were escaped from by climbing up a chimney between two buttresses supporting the southern walls of classrooms abutting on the playground. By pressing with plimsoll feet and shoulders alternately, one could get to the top, trembling and suppressing cries, and claw oneself up to an acre or so of roofs and chimney stacks high above the ordinary world.

A sack stuffed into the chimneyspot of the headmaster's study caused some of the instant he saw that his crime was discovered, and received five strokes of the cane, while with eyes shut (as ordered) he was stretched over a chair in order that, as far as was possible, the insulating effect of loose cloth be eliminated.

Cannings had an invariable ritual, or dogma, on such occasions. The head was gentleness itself, during this preparatory phase. "Close your eyes; and then." Pause. "I have misbehaved." Pause. "I shall not happen again." Pause. A snarl floated down upon one extended hand.

Wallop. "Think!" Pause. "It shall happen again." Wallop. "Think!" Q. still. Wallop. "An extra one wriggling, sir. Think now. I must get mental power! I must not waste the of others like this again." Wallop. "Wriggle again, sir! Quite still, I think! I must raise my standard honour." Wallop.

I had the whack about a dozen times on average, when I was a member of the Upper School. As an insurance against pain, part of an old test-satchel was sewn to the inside seat of knickerbockers. Did the wallops resound somewhat alarmingly loud? My mind flowed the more abundantly, my expressed despairing contrition, the stings failed to penetrate my skin. At 16 years, to my shame, I still had small body, treble voice and starry brown eyeballs, not blue like all proper boys, as my father had told me at three years of age. His eyes were blue, like the headmaster's, mine took after my mother's, which easily filled with tears like my own, to my father's exasperation and complaint.

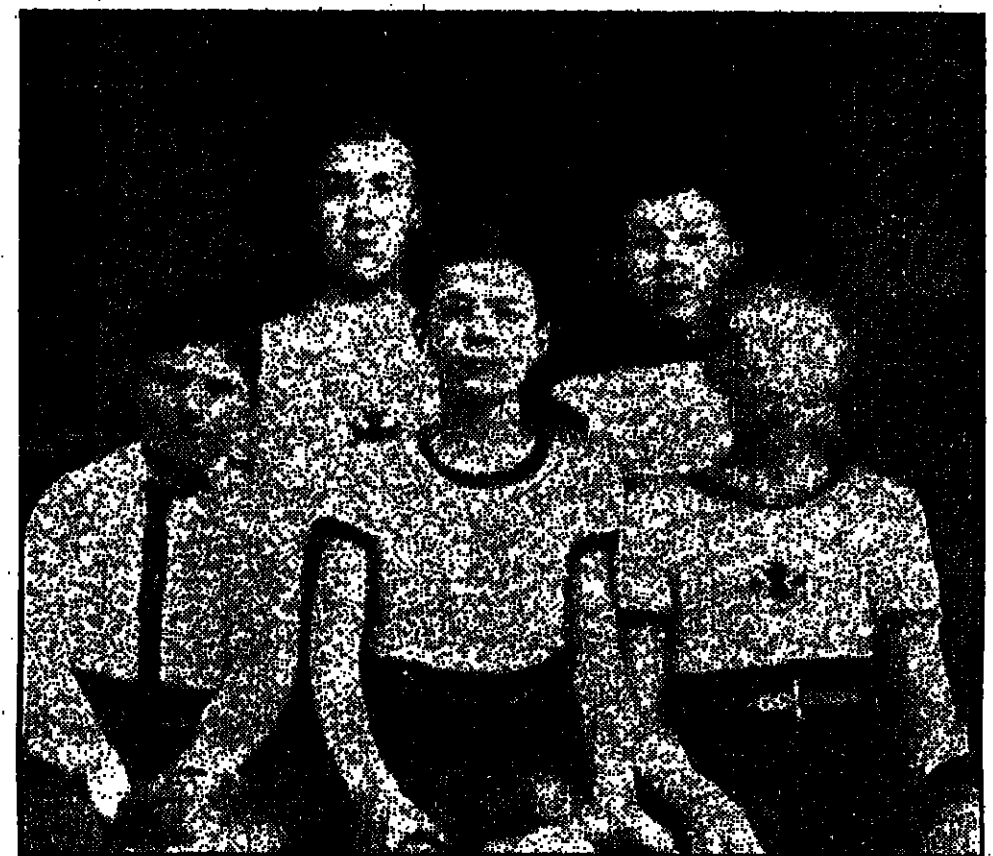
What did I learn there, beyond a need to be shifty, two-faced, and a realization that I was the "worst boy" while staring at the carpet in the headmaster's study? In the upper fifth I were taken by the head himself, for Lagrange, Euclid, trigonometry, and high mathematics (or the foothills thereof, by way of the binomial theorem, differential calculus and projectiles—which very soon afterwards some of us were to experience in practice). I confess that these subjects, without exception, mysteries to me on the margins of Ovid's *Metamorphoses* and other incomprehensible volumes, I made pencil notes of birds and the eggs, trees, fish and animals around the lakes and trees of the Dowager Countess of Derby's park and lands at Keston, where I had permission to roam and

where I freed myself of all home and school thoughts. Thither I biked on Wednesday and Saturday afternoons on my E4 19s 6d three-speed Swift, over the new roads of jarrah-wood blocks in which the rails of electric trams were embedded.

Pheasants, hares, plover, pigeons could still be seen in the fields a mile or so from the school; trout idled in the upper reaches of the Ravensbourne, although the roach, rudd and willows of its tributary Quaggy were gone, the brook running smooth and unwinding in a concrete bed under a pavement before new tail shops in the High Street. I felt this change mournfully, for the spirit of wild life was now dominant in my secret living.

In winter, fogs of deep yellow often made dark the midday and it was cold. The windows of the sixth form were invariably closed, where 32 boys sat in pairs at sixteen varnished desks, grooved with many a knife, pencil and pen recording initials, devices, while unending thoughts moved without will through heads avoiding the keen blue eyes and pink dome of wisdom, truth and honour everlastingly striving to uplift dull nature to the peaks. The classroom had for me a distressing smell, with hot air arising from pipes under gratings. Ceaselessly the head, a brilliant scholar named F. W. Lucas, urged us to work harder, to get that mental power, illustrated by clenched fist vibrated like a metronome across his own brows. In his young manhood this exceptionally gifted man had obtained first place in the honours list for English history, language and literature at London University, together with first place for his MA degree in logic, philosophy and economics; he had also taken a research course in psychology for his PhD at Freiburg, under Professor Münsterberg.

"Hard at it, boys, hard at it! Got that mental power! I saw your eyes, Williamson! Foxy, sir, foxy! No sugar in your



The child with the abnormally large brown eyes [centre] gave out an irritating timidity and inability to be as other boys'

tea for a week? Agreed? Very well. Now concentrate. Quite quiet, boys, quite quiet!" He would leave the room for a few minutes. Immediately the silence would erupt into gusty relief. "Open the window, for God's sake. I'm stifling!" One unheeded cry among a buzz of voices. Perhaps the study door behind us would open suddenly, catching a figure pointing at the moisture running down the windows.

"Come along, Sir! I'll give you that cane! You will have to leave this school, Sir, if you are not careful!" etc. Perhaps the offender would be reprieved, owing to

the (exaggerated) terror on his face, and sentence be commuted to the head's favourite charity. "Do you agree to pay tuppence to the Fresh Air Fund, Sir? You do. Put Williamson's name down for tuppence, Latimer. Next time, Sir, you will not get off so lightly. You are the worst boy in the school, Sir!"

But he was not always the falcon stooping upon lesser birds, who could not emulate his flight and vision. He was courteous itself to those who pleaded headaches, toothaches, earaches, etc. Many did, to excuse lack of preparation. I discovered a rare bird, then almost unknown, during

a "visit to the dentist" in the Fox Grove Woods at Beckenham—a willow titmouse.

In my own eyes, without undue concern, I knew myself to be a coward, poor at games, an idiot at Euclid, etc. etc. I left just before the Great War arose in my mind with excitement and fear and secret hope that it would not subside into peace, on that blue and sunlit August Bank Holiday of 1914. If I was the worst boy, the most brilliant scholar, who in my second year at the Heath School (to give it its original name) went on to Rugby, was the headmaster's son, now a don at Cambridge. He was older than I, but I remember my admiration for his achievement, which was to head the Senior Cambridge Local list throughout Great Britain for the year, with first class honours and distinctions in many subjects, including Greek. I can still see him standing by the parallel bars in Big Hall after the lists had come and the head had said: "Now you shall all know your fates!" as he stood modestly outside the sixth form room, his blue eyes lowered in the sensitive face of a poet.

My tears have been clouds these many decades; my hate, or strangled love, was never strong. "The Old Bird," I have often thought, took on an heroic task; he should not have worn himself out in a London suburban school of 300 boys, but have been a tutor at, soon surely to have become Master of, one of the colleges at the ancient Universities; for his mental range was wide and he lived to instill and to pass on his abiding love of the flowers of our western civilization, based on "the radiance of Hellas". I remember him with affection, as I remember most of the faces of my time at school, including the hundred or so of my generation who were killed in the 1914-18 War.

This article first appeared in the Spectator in 1958. The next contributor to the Recollections series will be Jacky Gillott.

مكتبة الأمل

Colin MacInnes



Colin MacInnes, who died of cancer on April 22, aged 51, was a formidable lion of a man. He viewed human life with affection, objectivity and moral passion; he hated pretentiousness, pettiness and political cant, and stood, as one friend wrote this week, "for minorities, sexual freedom, travelling as light as possible, the gaiety of anarchism, the world as an oyster rather than a burden".

His father was the baritone J. Campbell MacInnes, his mother the novelist Angela Thirkell, who was in turn the daughter of the Greek scholar, J. W. Mckail, the granddaughter of the Pre-Raphaelite painter Burne-Jones, and a cousin of both Rudyard Kipling and Stanley Baldwin.

Intensely aware of his distinguished and talented ancestry, Colin remained essentially a social rebel. He refused a commission during the war, preferring to serve as an NCO. Although he never had much money, he was generous, yet he refused the inheritance which his mother finally left him.

He was educated in Australia, spent his late teens working with a British company in Belgium, came to London and studied painting at the Euston Road School, and then worked in the Intelligence Corps, from which he derived an intellectual technique which he never lost. After the war he began a career in radio, putting his recently acquired skills to good effect and writing a total of 1,500 very varied programmes. He later wrote that this period had taught him three useful lessons—how to seize and hold the listener's interest, how to write to length, and how to edit oneself.

His first two books, *To the Victorians, the Spoils* (1950) and *June in Iler Spring* (1952) reflected earlier autobiographical matters, but it was with

his trilogy of London life that his reputation became really firmly established. *City of Spades* (1957), *Absolute Beginners* (1960), and *Mr. Love and Justice* (1962) dealt for the first time with metropolis of immigrants, teenagers, prostitutes and policemen. His later books include studies of music hall, and of bisexuals and bisexuality.

He knew a great deal about an astonishing range of subjects, yet he wore his erudition lightly, never allowing it to cloud his direct human response to his subject matter. He took journals very seriously and, as readers of these columns over the past few years will be aware, he could say, in 1,000 words, more about Arnold Bennett, Yukio Mishima, Colette, Chinese history, or life in the armed forces than many writers have said with weighty tomes.

Most people found him "difficult". Conversations, even relationships, tended to take place in his terms. He intentionally enraged people. He did not like, and he was prone to stormy relationships with friends. As a companion, he was always intellectually provocative, and usually fascinating. There was an agreeable asstringency about his austere, military approach to situations.

Discreet to the point of secretiveness, he fought his painful illness with almost unbelievable hope and courage, insisting on coming to London to continue his work when he scarcely had the strength to walk. He wrote, for the *TES*, the articles which we print below, a few days before his death. They retain, to a remarkable degree, the vigour, humour and rich allusiveness which characterise his work as a whole.

Michael Church

Rumblings from Ecclefechan

Carlyle Past and Present, Essays edited by K. J. Fielding and Rodger J. Tarr. Vision Press £4.95. 85478 373 3.

If one wishes adequately to grasp the thought, mood and writings of the early and mid-Victorian era, one must sooner or later confront the volcano that was Thomas Carlyle. For years, one skirts around the case of Ruskin, an equally lofty, yet more accessible peak. But on all of these, the flames from Ecclefechan cast their glowering glare; all resigned to the encounter, one casts around for helpful paths of access to the summit.

Why one so fearsome? First, because we know that Carlyle, read by thousands in the last century, is now read by almost none save scholars... and surely this popular judgement cannot be wholly wrong? Next, if we do confront the master—trying first, probably, his less forbidding study of the French revolution—we find the tone of it so dense, so initially impenetrable, that we are discouraged; and what is more perplexing, that it did not seem to be history as we understand it, but a convoluted drama which the writer evokes as if he were himself a part of it. To these one must add, I fear, Carlyle's formidable Scotchness; for his voice has that dialectic tone of the gothic dome, and a moral arrogance that so many readers find repellent.

Scholars hardly help, by telling us he was a "prophet"; and what does this mean, we wonder, and why did our ancestors love prophets so, and we so little? It turns out, to mean that though, in one sense, historian, philosopher, pedagogue and poet, Carlyle was a moral critic of his whole century. As for the Victorian fondness for such figures, this may be explained by the collapse of religious dogma and the search for substitutes, by the mania for education of the new middle classes, and by their apparently

boundless capacity for absorbing rhetoric—also made manifest in their extreme love of interminable sermons. Perhaps we may also modestly concede that our forefathers were more serious and laborious thinkers than are we—for has not Albert Camus told us that, of the intellectual life of our own age, posterity will say, "They read the newspapers and fornicated?"

To surmount these obstacles, two devices are of assistance: to read not a general introductory essay—which may only confound the problem—but a selection on particular aspects of the Carlylean world-view. If it is the present collection which, in its own way, presents others with its vivacity and clarity. One can also, of course, try first a biography, or read the prophet's fascinating letters for more immediately human documents than his essays—yet here the danger is that having done this, one may fancy one has "read Carlyle".

C. B. Tennyson, in his opening essay, suggests that Carlyle was viewed by his contemporaries as a Prophet, his posthumous detractors as a Denouncer, and now is seen increasingly as an Influence;

the other tactic is to approach the great tones themselves, and tackle them frontally as one would assault a mountain; that is, boldly, not fearing possible explosions, and ready to beat a swift retreat if necessary—in other words, not to be afraid to skip, and return later for more if the style seems at first too heroic.

Minor Carlylean quiddities, at any rate, will soon be apparent: his curiery, his scholarship, his provisionate irony; the impression he gives that all human phenomena are interrelated; that all matter, and he is never afraid of seeming rash, is, in some way, pervaded by his popular opinions. Such is his eloquence, indeed, that a sense of one's own limitations may soon be replaced by one of exhilaration.

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Microcosm and macrocosm

Richard Whitfield on curriculum pragmatism.

From Communication to Curriculum. By Douglas Barnes. Penguin Sup. 014 08 0382 3. Schools Council Working Paper No. 55: "The Curriculum in the Middle Years". Evans/Methuen £2.80. 423 50250 6. Middle Schools. By T. Gannon and A. Whalley. Hutchinson Educational £3.95. 435 80321 2.

If the stress of the school debate of the sixties was about institutional structures and curriculum renewal within many of the traditional subject areas, that of the seventies looks like being about the logically more important fields of the design of the whole curriculum and the nature of the interaction between teachers and taught in the classroom. The latter field is the "sharp end" of the curriculum, and our most elegant analyses of curriculum aims, sequencing and timetabling at the "macro" level founder, unless the spirit in which they are justified is translated into the "micro" life of the classroom on a wide scale.

Douglas Barnes and his associates with backgrounds in the teaching of English have been among those who have demonstrated alarming gaps between the linguistic patterns and perceptions of teachers and pupils in classroom incidents. Yet the tasking of the teacher's world and moulding it sensitively and individually around the mental and emotional topology of some 30 children in a classroom may be an impossible task; furthermore, misunderstanding and alienation may from time to time be the necessary negative bipoles which make understanding and identification significant.

Barnes' latest book reminds us that teachers have a vital part to play in assisting pupils to recover experience through the sensitive use of language, so that school knowledge becomes "action knowledge". The use by the teacher of largely pupil-directed small groups in matters relating to frameworks for the whole curriculum (and therefore examinations) has been the Council's most tragic failure. While comprehensive reorganization has gone on unabated in the LEAs, with all their virtues, the Council has done little to characterize a comprehensive curriculum for the nine to 16-year-old.

Hence during a period in which staff structures (and therefore curriculum structures) in middle and secondary schools have been uniquely fluid, teachers and administrators have had to find their own pragmatic ad hoc solutions to comprehensive education. The Council's 13 to 16 Whole Curriculum Working Party reports (Working Paper No. 53) published last year, typically reflects how the Council in practice sacrifices any notion of equality of curriculum opportunity (which is surely what

dispute this point, it would be more convincing if the design of Barnes' investigations were more structured than a series of case studies (albeit interesting) in which the criteria for selection, whether of lesson or transcript extracts are not made clear. Barnes gives us some useful descriptive concepts drawing extensively on psychological and sociological theory and some empirical findings, but the concepts are often unnecessarily polarized (e.g. the transmission teacher versus the interpretation teacher, preparation for life versus initiation into a mystery, and there is far too little attention given to the epistemological distinctions between school subjects which necessarily must, relativists notwithstanding, shape in part the use of language in the classroom).

Whether Barnes makes a significant new contribution to curriculum theory is doubtful, since emphasis on interactive process variables, rather than viewing curriculum solely in product terms is hardly a new notion, but there is a good deal here to stimulate any teacher and the possible implications are far-reaching.

It is perhaps an understatement to note that Schools Council publications on curricular matters are eclectic and diverse. The lack of adequate scholarship and structure in matters relating to frameworks for the whole curriculum (and therefore examinations) has been the Council's most tragic failure. While comprehensive reorganization has gone on unabated in the LEAs, with all their virtues, the Council has done little to characterize a comprehensive curriculum for the nine to 16-year-old.

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comprehensive education should be centrally concerned with) upon an ill-conceived altar of individual school and teacher autonomy. Working Paper 53 was a large committee rather than project team effort, and it bore all the marks of lack of definite compromise and the supermarket approach; it provided neither a clear paradigm for practitioners to follow, nor a stimulus to prompt critics to devise and justify their own alternatives.

Alec Ross and his associates in the Middle Years of Schooling Project have been more helpful to the schools, notwithstanding the committee's qualms about their much delayed final report which clearly had to wait. The authors believe that the curriculum should be the result of at least some conscious planning, and although there are weaknesses of analysis, they legitimately suggest four criterion areas for planning the middle school curriculum: basic skills, empirical studies, aesthetics and morality. It is within the perspective of these four interdependent areas that subject-based studies are to find their place.

What is being suggested is a particularly differentiated curriculum intermediate in character between the integrated infant/primary/junior programme and the 13 to 16 (or 18) programme, which, if we devised more appropriate examining frameworks (which more detail) depend, in particular, there is some confusion between aims and methods, of areas of understanding and psychological abilities; of the five areas of knowledge suggested, "Craft and Practical" (pragmatic) appears distinctive from "Creative and Expressive Arts" (aesthetics), though the distinguishing criteria are not specified. Attention to the child's needs and "flexibility of approach" thus lacks an arguable substructure, unless the profusion of models (some of which are fascinating) are intended to be

The practical yet complex questions in curriculum design, which can be summed up as "How much? Of what? When? and

How?", must not be lost sight of as we plunder educational theory for guidelines. Yet there is a good deal of sense in this report for the perceptive reader who tries to ignore the disclaimers devised by those who believe that the last thing the Schools Council should do is to say something which would be of significance to every middle school. Without detailed follow-up courses the report can only gather dust.

Gannon and Whalley are two middle school headmasters who make up for some of the deficiencies of Working Paper 53; indeed the two volumes are complementary. Here we have case studies and a profusion of practical detail (much from their own schools) which will no doubt be of great interest to other middle school teachers. The authors' views about the aims and structure of the middle school curriculum are superficial, yet it is on these that most aspects of management and internal school organization (which are covered in much more detail) depend. In particular there is some confusion between aims and methods, of areas of understanding and psychological abilities; of the five areas of knowledge suggested, "Craft and Practical" (pragmatic) appears distinctive from "Creative and Expressive Arts" (aesthetics), though the distinguishing criteria are not specified. Attention to the child's needs and "flexibility of approach" thus lacks an arguable substructure, unless the profusion of models (some of which are fascinating) are intended to be

If we are to take the egalitarian ideal seriously, then our curricula should provide all children with intellectual, emotional and practical tools which are not infinitely variable; it demands a restraining of the excesses of teacher autonomy for the children's sake; it demands a decade of Schools Council developments it might have the courage to take on. Only then will the major suggestions for examination reform be really worthy of our attention.

Richard Whitfield is a curriculum consultant in the City of London Schools.

Solitary pistol shots

David Wright on the French Romantics

The Young Romantics. By Linda Kelly. Bodley Head £3.75. 370 10264 9.

Since one usually thinks of France as begetter of literary schools and movements, it comes as quite a surprise to be reminded that the Romantic movement in France was touched off by the English.

In 1827, a London theatrical company visited Paris to present a season of Shakespearean drama. The poetry and Elizabethan gusto of *Hamlet* and *Romeo and Juliet*, with their disregard of the unities, and rumbustious action occurring on-stage instead of off it (as demanded by the chivalric convention of the Comédie Française) swept the board with the French classicists. The French classicists had replaced the fatal handkerchief with a diamond brooch. This theatrical revolution was accomplished in 1830, the year of the July Revolution, with the hugely successful production of Hugo's *Hernani*, which was hissed and contested scene by scene by an audience of embattled romanticists and classicists until the actors exhausted by night after night "continuous uproar, the play was taken off."

In *The Young Romantics* Linda Kelly has achieved an extraordinarily interesting portrait of this period, combined with a skillfully plotted collective biography of

the protagonists of the Romantic movement—Hugo, Vigny, Sand, Musset, Dumas and Sainte-Beuve. With neat economy and dry wit her book presents the intricate web of their relationships with one another and complicated network of wives, mistresses, and lovers; fervent admiration ending in deadly enmity, violent attachment in bored detachment.

Like a well-planned novel, it opens and closes with two effective set-pieces. It begins in 1827, with Sainte-Beuve, a shy hermit, slipping calling on the young Victor Hugo, and ends 10 years later with the two men at the funeral of the daughter of Vigny's mistress, sharing a carriage in the silence of a mutual hatred. In between, what affairs and betrayals (Sainte-Beuve became Hugo's wife's lover), duels, jealousies and suicides (Vigny's *Chatterton* almost made suicide a cult: "Those were the days," wrote Gautier, "when you could hear the crack of solitary pistol shots in the night").

It is a short but meaty book and entertaining too. Linda Kelly has a good eye for the unintentionally comic. I enjoyed Sainte-Beuve out-righting duelling etiquette by putting up his umbrella before exchanging shots with his opponent: "I have no objection to getting killed, but I do mind getting wet."

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The mysterious middle classes

The First Cuckoo; letters to "The Times", 1900-75. Chosen and introduced by Kenneth Gregory. Times Books/Allen and Unwin £4.50. 04 608025 X.

If you write a letter to *The Times*, what happens? If it gets printed, well and good; yet before it is, you may receive a courteous telephone call from the Journal, asking if you would consent to this edit, or that modification—proposals of a reasonable nature. No word of the letter, if printed, will in any case be altered. If, however, it is not to be, you get a polite letter, giving some sort of a reason why. One thing *The Times* will not do, I think reasonably, is print you if you have scolded-off recently on the same topic elsewhere.

How does the letters editor select his dozen or so specimens from the hundreds he gets daily? *The First Cuckoo* may suggest reasons for his choice; of which some would seem to be: that it is well written, and not too discursive; that it does not

flag, or exaggerate, a purely personal hobby-horse; that the theme is one of national, local or social interest, or initiates some novel, yet not too cranky, notion; or that it gives vent to some beguiling eccentricity.

Does having a letter printed reveal you, as it is often said, as a member, or a potential member, of the establishment? Well, though it often does, not really; for the Journal—or "the paper," as the *Times* staff call it, there being of course no other—certainly prints rebels and unknowns; though perhaps a case could be made that, as the printed makes you a probable member of *The Times*'s own mysterious establishment.

The present selection ranges far and wide over the possible topics for inclusion, though there are some obvious ones, such as national events, or plausible complaints about arbitrary or misguided action by those in authority (of a kind *The Times* itself does not like, as bureaucratic arrogance), or characteristic

instances of not too dotty English eccentricity. I think the "amusing" examples have rather excessively outnumbered the more significant, yet perhaps that is to make the book more generally acceptable and entertaining.

Who reads these letters? Well, I think everyone who takes *The Times* and it is notorious that many readers turn to the letters page first, doubtless to spot developing trends of national thought, or to follow a "continuing" correspondence that interests them, or most of the time, as is indeed well written, England seems to be infested with literate, somewhat opinionated persons, who can write a brief, cogent, and often amusing letter; and indeed, even foreigners page quite like *The Times*, which can easily be condemned by those of other "top" papers, whose letters, however, let alone good letters, are invariably inferior to the professional text surrounding them. As to why *The Times* features

the page so prominently, the evident first reason is that it is so popular; another, to my wicked mind, is that the Journal gets excellent free copy—the "opinion" page centre-opposite must cost the publishers some hundreds of pounds daily. Perhaps the strongest reason, though, is that the letters page, like the excellent obituary columns, have now become a journalistic institution.

Yet a question rarely asked (and certainly not so by editors of the collection) is whether these letters—especially those on topics of real significance—have ever effected any changes in national policy, or are merely from supporters of vain causes, letting off steam. I think the answer is that on vital questions, e.g. of government policy—however clearly misguided to one and all—they have an effect whatever; though it might be true that *The Times* letters, in the wider cases, do little political or local ideas that eventually become more general. But on minor,

yet important topics—for instance, genuinely outrageous examples of official misbehaviour—I think letters, if there are sufficient of them, and signed by the "right" names, can have some practical effect; at any rate, the victims of such attacks, even if powerful, do sometimes answer the letters themselves in *The Times* columns.

For the foreigner, I think the page provides an excellent key to the mysterious English character—or, at all events, that of its educated middle class; to its pomposity, its crankiness, and its over good sense and wit. On the principle of "know your enemy" I have no doubt most journalists scan the page, probably politicians, and doubtless the KGB, which is famed for probing the entire capitalist press for clues.

For in addition to the possibly unconscious self-revelation of the contributors, after publication they are committed, and can be, and are, quoted from it (often to their detriment) years after.

JUST PUBLISHED

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30 Books/Sociology/Literature

The noises we make

Seamus Hegarty on the process of communication

Communications and Media: A cross-discipline. By G. N. Gordon. P. 1198 5. A Taxonomy of Concepts in Communication. By R. H. Blake and E. O. Haroldsen. P. 1198 5. A Taxonomy of Concepts in Communication. By R. H. Blake and E. O. Haroldsen. P. 1198 5. A Taxonomy of Concepts in Communication. By R. H. Blake and E. O. Haroldsen. P. 1198 5.

The Politics of Communication: A study in the political sociology of language, socialization, and legitimation. By Claus Maclellan. Oxford University Press £2.00. 19 501961 X. The Secularization of Leisure: Culture and communication in Israel. By Elissa Katz and Michael Gurevitch. Faber £5.50. 571 09848 7.

The trouble with communication as an academic pursuit, is that nobody is quite sure where it begins and ends, so that there is little agreement on what the student of communication ought to be studying. The scoldish warbling in the mating season is communicating just as is the Prime Minister preaching economic sanity from the television set. The potential range of behaviour is so vast and the methods which it might be studied so diverse that to many it has seemed fruitless to conceive of a single discipline encompassing it.

Gordon's *Communications and Media* is yet another effort to limit the bounds of communications study. As is customary in such endeavours there is general disparagement of others in the field, some of it amusing but most of it insufficiently argued for the non-professional reader. As a result, the author's own position does not come

over very clearly. What is valuable is that he does not see sociology and psychology as providing the only perspectives; this runs counter to a major trend in communications study in America. However, he is not as attentive to alternative methodologies as one might wish. Critical and analytic approaches are exemplified but not given the epistemological discussion required in the context. This is certainly not a book for the beginner.

Blake and Haroldsen's *Taxonomy* is a collection of brief explanations of some basic concepts in communication. Brevity is the keynote—language and symbols receive half a page each. The concepts are clustered under headings: (a) language, message, noise; (b) forms of communication (eg interpersonal, mass media); and (c) on. The book falls somewhat between a technical dictionary and an encyclopedia, but, unfortunately, many of the concepts are not suited to this kind of treatment. One sees the point of an extended definition of capitalization or adoption curves but the same treatment given to language or socialization or mass culture is not very illuminating. A glance at Raymond Williams's recent *Keywords* puts *Taxonomy* in perspective and shows how very limited in scope it is.

For many people the only mass medium of interest is television. Barnouw's *Tube of Plenty* tells the story of American television from its early days to the Nixon debacle. It is a story pure and simple, full of anecdotes and gossip, full of decided to have a go at the television networks and diminish their credibility in the public's eyes. Bob Hope sent his gag-writers to help write scripts. On his return from China in 1972, Nixon stopped over

in Alaska for several hours in order to arrive at Washington in prime television time.

It seems as if an age has passed since the Nixon/Kennedy debates in 1960. Both men have had their spillover of the Presidency, using television before, both ended calamitously, cut short of their full term, in the full glare of television cameras. There have been the civil rights movements, the space programmes, the assassinations, the campus riots, the Vietnam war, the horror of Vietnam, the public life, which seemed to be staged largely for the benefit of the ubiquitous television camera. Barnouw recaptures it all and makes it read like a gripping novel. The story is absorbing but there is only one story; one must not expect explanations of what happened or why it happened or how it is related to other elements in society.

The *Politics of Communication* is at a totally different level. Television and the other media do more than simply inform. The interaction between the executive arm of government and prevailing communication systems, illustrated so well by Barnouw in respect of the American Presidency and television, raises central questions about the nature of political cohesion. How to have control over the means of public communication? How in fact this control has been exercised? Mueller draws on results from studies carried out in many fields from linguistics to political science, to build an account of the way that political consciousness (and capacity for effective action) is a function of the available channels of communication. The account is couched in terms of "distorted communication" which is seen to have three forms: directed, arrested and constrained.

Directed communication results from explicit government action as in the Third Reich where there was a formal policy of language manipulation. Arrested communication occurs when individuals are incapable of taking an effective part in the political process because of sociolinguistic deprivation; the best examples here draw on Bernstein's notion of restricted speech codes. Constrained communication refers to communication that takes place in a restricted (and thereby reinforced) social and legitimization of dominant group interests. This is Mueller's most fertile idea. It depends on the notion of systematic bias without which much of Western democracy/capitalism would be unintelligible. The discussion here is exemplified largely by recent developments in American political life.

This is an important book that raises major questions about the exercise of power and the nature of political stability. There are many points with which one will disagree—some of the empirical studies adduced in evidence could be interpreted differently or have been superseded by later work—but it will be a fertile disagreement. One cannot reject Mueller's arguments lightly or without clarifying one's own thinking.

The *Secularization of Leisure* is a national audit of patterns of communication and leisure in Israel. The empirical work was done in 1970 when a temporary peace reigned in the Middle East—and the consumption of culture was atypically high. However, what gives the book its value is not the detailed figures on patterns of consumption (and there are a great many of them) but the effort to locate cultural consumption in the broader context of society's attitudes and values and to determine its relevance to social planning.

scholars, comprise the rest of the book.

E. D. H. Johnson, in "Authority and the Rebellious Heart", traces the intuition and anti-intellectualism in Browning's verse, and his challenge to Victorian sexual morality. "His interest is in the fulfilment of passion rather than in the preservation of domestic proprieties." "The Statue and the Bust" is the supreme example. Patricia Ball compares Browning and Keats, finding in him not the "brash optimism" but a common concern with "the blinkered human mind", with Calliban, Childe Roland and Porphyria's Lover finding not God but only Godot.

"And thus we sit together now, And all night long we have not stirred, And yet God has not said a word!" And there are sensitive critiques of "The Statue and the Bust" and "Andrea del Sarto" by Roma King, W. O. Raymond, and Richard Allick.

respectively. The book ends with two amusing verse parodies by C. S. Lewis and J. K. Stephen.

The most valuable extract in the book, however, is Robert Langbaum's "Sympathy versus Judgment", a penetrating analysis of the nature of the dramatic monologue, the profundities which it can explore, and the subtleties to which it is susceptible. Such monologues "give facts from within; a dramatic understanding of the person speaking which implies a dramatic sympathy with him," the sympathy taking priority over moral judgment, and the tension between the two resulting in "an effect of lyrical intensity".

This triumph of sympathy over moral judgment is exactly what E. D. H. Johnson means in emphasizing "Browning's advocacy of intuitive over rational knowledge". Langbaum's article enlarges our understanding of the genre, and would in itself make this excellent book worth buying by all actual or potential Browning students.

Schemes for success

Careers Without O Levels. By Margaret Kyrving and Jim Davidson. BBC Publications £1.00. 0 563 2849 6.

O levels are valuable, but they are no substitute for determination, personality, imagination and staying power. Such words of encouragement for those who lack academic qualifications recur frequently in *Careers Without O Levels*, a new BBC publication based on a series of Radio 4 "You and Yours" programmes. Margaret Kyrving and Jim Davidson, are both professional careers advisers.

The book consists of thirty yet informative interviews with 20 people, who outline their varied careers. Melvyn Dench, 28, a regional careers adviser on a basic

salary of £4,040, admits he had to join the Civil Service "as a temporary labourer sweeping out the yard at the Ministry of Defence" and you can't get much lower than that. The most successful in monetary terms is Dennis Gates, who at 30 is earning £8,000 at Tesco as a supermarket manager. Despite their initial lack of qualifications, all were obviously prepared to work hard, taking advantage of training schemes.

The authors comment on each one, and there are useful details about how to get additional information on the careers in question, which also include the police, journalism, fashion, nursing, catering, social work and farming. Altogether it is a very readable book, full of practical advice and considerable encouragement.

Gillian Thomas

Wordhoard

Edward Neill

Poetry Dimension 2: The Best of the Poetry Year. Edited by Danny Absie. Robson Books £2.75. 0 903895 24 2.

Poetry used, like Keats's Grecian Urn, to be the foster-child of silence and slow time. Now it's urgent copy, or at least some of it is. The upshot can be a correlative crudity of effect even in some talented poets represented here, a selection of poems culled from books and magazines in 1974: Tony Harrison sometimes seems to coo-fuse being hard-boiled and cynical with appropriate realism; Alasdair MacLean and Ted Walker both show the imprint of early Ted Hughes without the manic intensity, the short, fierce fuse—but the former sometimes goes limp, while the latter goes too far after his mentor in giving us real, vivid animals but purely emblematic humans. Gwyn Iwari and D. J. Enright are witty and slapdash, while Vernon Scannell is instant communication and hilarious with it—though sometimes one wonders when he actually intends comedy ("My hound of love gets up and begs/At ribbons time has failed to rule"). But he is not the first poet to appear to be parodying the manner he (masochistically) loves being stuck with. Some good poets (Peter Porter, Norman McCaig) are represented by feeble offerings, some cullow canticles are just epigrams on their authors' ambitions. Is it altogether fair to expose them in this random sweeping into public places?

It is inevitable here to feel one is fumbling through a barrel of sawdust encountering the occasional gem: the best of the poetry year? Poetry is not just a commodity, a "marketable vice" (Byron's phrase), and one cannot really expect to find a word-hoard waiting every Hogmanay. For good measure let us take exception to the title as well as to a handful of this collection. *Poetry Dimension 2* having a kind of media-jargon bafflement and maladroitness as if suggesting the imminent appearance of a little green Philip Larkin with a television aerial on his head.

The poetry is eked out by literary journalism. There's a lot of it about, but this includes some of the best of it—Larkin on Benjamin, David on Lowell, Anthony Thwaite on the (alleged) "Two Poetries", and an indispensable one by Roland Mathias on Dylan Thomas; this is a careful account of Dylan as Lord Cutliss, the spirit pursuer with the withdrawal symptoms of the BBC metropolitan who "got above" Wales—but still oddly sympathetic. Excellent stuff.

Excellent stuff.

Editions and additions

Supplement to Sources for the History of Education. Edited by Dr C. W. J. Tilgson. The Library Association £12.50 (members £10). 83365 238 4.

This new supplement, together with its predecessor, provides an extensive bibliography of source material for the history of education, including old textbooks and children's books.

Covering material added to the libraries of the Institutes and schools of education (and works from certain university libraries) between 1965 and 1974, it is arranged in broad chronological periods from fifteenth to seventeenth-century publications to government publications up to 1918. Most of the additions are of books published before 1700.

A subject and author index to government publications help in the use of this bibliography; the books listed are, with a few exceptions, available through the Inter-Library Loan system.

31 Books/Literature/History

Old and new

Hilary Finch

In 1970, when *Children's Book News* ceased to be, Valerie Alderson started up *Children's Book Review*, a quarterly journal of articles and reviews which she now edits and administers single-handed and which can boast subscriptions in Japan, Kuwait, Poland and Yugoslavia as well as all over Europe.

Most of the books reviewed are for the middle to secondary school age range; reviewers are school teachers, librarians, writers and lecturers. Over the past four years, leading articles have been written on children in art, encyclopedias, and nineteenth-century publishing, and occasional lists—inserts covering particular interests like "Posters and Pamphlets", alphabets and number books, appear every so often. The next issue will come out in September, and Valerie Alderson hopes to include in it a series of articles on the history of children's literature.

A checklist of books for children and young people published for their amusement and instruction by John Harris and his son "between 1801 and 1843 has just reappeared under the auspices of Five Owls Press, the publishers of *Children's Book Review*."

Compiled by Marjorie Moon, it is a handsome volume, set out in alphabetical order with a chronological index surveying the activities of the firm of John Harris, a list of pertinent books and catalogues, selections from contemporary reviews, a fascinating introduction about this period of publishing, and many monochrome but well produced illustrations from nineteenth-century alphabets, natural histories, and classics like *Dick Whittington, Wat's Divine Songs* and *The Pilgrim's Progress*.

"With covers neat, and cuts so pretty, There's not its like in all the city; And that for twopence he could Poetry is not just a commodity, a 'marketable vice' (Byron's phrase), and one cannot really expect to find a word-hoard waiting every Hogmanay. For good measure let us take exception to the title as well as to a handful of this collection.

Warship
Fighting Ships of World War II. By John Westwood. Sidgwick and Jackson £4.50. 0 283 98287 X.

In 160 pages and over 100 photographs John Westwood copes manfully with the histories and performances of the fleet of the main combatant countries of World War Two. His accounts of the development of the battleship, the carrier, the cruiser, the submarine and the escort are relieved by substantial "biographies" of individual warships. The result is a mix of anecdote and technical data which, if not definitive, is highly readable.

Besides tables giving the tonnage, armament and speed of all major ships, other statistics are set into the text. For battleships and cruisers there are the ratios of speed, armour and armament; among the carriers, speed and armament are set against language capacity. Together with the tables which show the prime causes of sinkings throughout the war, the stories and the statistics lend weight to the thesis that the building programmes and strategies of the world's admiralties in the twenties and thirties generally failed to meet their nations' requirements in the eventual shooting-match.

Tony Howarth

Among this week's contributors:

F. R. H. Du Boulay is professor of medieval history at Bedford College. Seamus Hegarty is a research officer at the National Foundation for Educational Research. Richard Whitfield is professor of education at the University of Aston in Birmingham. David Wright has edited the *Penguin Book of English Romantic Verse*.

Puffineers

Heather Neill

Puffin Post volume 10 number 1 is a special "topsy-turvy, contrawise" edition of the Puffin Club's regular magazine to mark the beginning of the club's tenth year. The editor, Kaye Webb, has handed the magazine over to Puffineers themselves and they have written and illustrated it in a most entertaining way. There are short stories, poems, cartoons, jokes, puzzles and features on subjects as disparate as porpoising and a trip to New Guinea. There is a delightful description of life on a remote Irish island and an informative profile of William Mayne. The standard of writing is uniformly high; there may well be some future Puffin authors among the contributors. The drawings are frequently humorous and there are, of course, all manner of puffs.

Paperbacks

More than mind and spirit

F. R. H. Du Boulay

Medieval Political Thought. By Walter Ullmann. Penguin £1.75. 014 055 102 6. Medieval History: The Life and Death of a Civilization. By Norman F. Cantor. Collier Macmillan £4.15. 02 319 020 5.

Two books already known to students reappear with face-lifts. Professor Ullmann's is an abridgement of a famous book which emanated from Cambridge in 1961, and is intended as a general introduction. He traces the ways in which European men thought about political authority from the time of the Roman Empire until the fifteenth century. Very broadly, he contrasts a "descending" origin of authority

from papalist ideas which insisted on the superiority of spirit over matter and of the clergy over secular rulers with an "ascending" origin which was argued with full force in the thirteenth century.

The second theory makes more sense in us today, because it sees political society as natural to human beings and therefore "good" in itself, not just a remedy for sinful human nature. Professor Ullmann does not say much about Roman Law—that wonderful human construction—and while his basic theory may seem over-simple, his style is rather abstract and recondite. Professor Cantor is over-intellectual in a different way. His text-book moves at a fast pace and is full of information and sweeping judgments. But in his medieval world nothing much matters except the life of the mind and spirit. He

does not try to show that civilization was made by a few people out of the efforts of millions who grubbed away in furrows, forests and markets. Much worse, he is one of those who thinks the early middle ages corresponded to the youth of a man and the period after about 1270 to that man's senescent death-wish. "Europe north of the Alps slid into a long and baffling depression that lasted until the middle of the fifteenth century, bringing with it the social disquiet and rebellion common to the deflationary phase of the business cycle." This is sad stuff for those who think the later middle ages were less cruel, ignorant and hungry than the earlier. Still, Professor Cantor is generous enough to add a useful reading guide and to recommend some books by his intellectual opponents.

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maurice temple smith

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32 Books/German/Environment

Children's literature

The art of survival

Oly Sees It Through. By Monica Gydal and Thomas Danielsson. When Oly Went to Hospital. 340 19718 8. When Oly Had a Little Brother. 19719 6. When Gemma's Parents Got Divorced. 19685 8. When Oly's Grandad Died. 19684 X. Hodder and Stoughton £1.60 each.

The hero of books for young children is always sure of a big surprise. Once upon a time it was an exciting adventure followed by a nice tea; nowadays he often heads for disaster—a thousand natural shocks in serial form. Unlike the cautionary tale, this new genre does not purport to show the dire consequences of sin; it tells us that life is tough and there are no modals for bravery.

I believe that stories can forearm and forearm, and there is no harm in therapeutic intentions. But although I welcome the approach in principle, I doubt whether in practice Oly Sees It Through, the work

of a psychologist and a television producer, would help a child facing hospital treatment, a new sibling, the divorce of parents or the death of a relative. The reader needs a clear head to follow the plot through changing scenes, partners and points of view. Several of the characters have the same name: two grandmothers, one living, one dead, are both called Grandma; the terms "Mum and Dad" are applied equally to Oly's parents who stay together and to Gemma's who part. This is clumsy and confusing in a context where angels fear to tread.

The writing is flat—a deliberate plainness since the theme is highly charged and the response may be explosive. The pictures, pleasantly unemphatic, also serve as a container for the reader to fill. Faces lack expression; wherever a sign of feeling might be expected, there is a space. Oly fits his situation like the all-purpose child in a road safety leaflet.

The difficulty here is that an event which could happen to any one becomes specific and highly

individual as soon as it happens. Psychologists abstract the common denominator from unique experiences and so perceive a general problem, but in advising patients they can vary their approach. Writers of fiction, on the other hand, cannot consider alternatives. They must choose one set of circumstances, one course of action, and eliminate others. However hard they try to make their characters representative and their story widely applicable, they are confined to one plot. And the presentation of "a typical case" implies recommendation—"This is the way to handle it"—which stimulates disagreement.

For instance, the single parent has no place in these stories; Gemma's Mum and Dad remarry at once, as if families could not exist without couples. When Oly is admitted to hospital, his mother leaves him despite his pleas, might well have encouraged her to stay, and the text could have hinted that it is worth asking. Sometimes a problem can remain open-ended

and alternative reactions are suggested, as when Grandma says "Some believe" in life after death, though it is clear that she does not. But such opportunities are rare. In general, the theme represents a maze of multiple choices through which the story traces a single path. This leads the English version in directions the authors never intended.

Toddler and Stoughton's translation, Charles Ellis, has revamped and bowdlerized the original, complicated the narrative, reinforced sex roles, and reassured parental power, according to his assessment of "what the English market will accept". The authors set out to reassure children; the translator concentrates on placating authority. In Swedish Oly protests; in English he shrugs his up.

It is appropriate that a revised version that stops characters from making a fuss and shows children doing as they are told, should provoke fury, inspire litigation and raise hell. You could say it was another challenging experience to be seen through.

Ecological adventure

Marion Glastonbury

Buttle for Planet Earth. By Richard Carleton. 900.387 04 Z.

The idea of an "ecological" story for children about the tribulations facing planet Earth today is a good one. But this is not a good book. The author has fallen into the trap of thinking that it is easier to write for young people than for adults, when in truth younger children are more likely to be misled by a slight error, while the illustrations presumably think that they will be too busy doing just that to notice the poor standard of the pictures. The recycled paper on which the book is printed may itself be ecologically a good thing, but it helps to give an overall appearance of dingy gloom which could well rebound.

Anyone who has had experience of reading aloud to children will find the lack of continuity between different sections of the book a powerful incentive to avoid letting them see it at all, since the questions raised could be endless. The implication of the disconnected episodes that the best way to tackle pollution is to counter force with toxicity is at once laughable and horrifying. The suggestion, for example, that to stop tanks, sucking out their oil at sea it is appropriate for the hero to attack their pipes with his trusty knife, while encouraging pulls to "sweep" with their razor-sharp hooks, "on the ground" that "the men can away in terror, blood streaming down their hands and faces" tells us more about the philosophy of editorial consultants Friends of the Earth and foreword writer Rolf Harris than it does about how to live on a crowded planet. Come back, The Wombles, all is forgiven.

John Griffiths

Sturm und drang

Derrick Barlow

A History of German Literature 1760-1805. By Werner Kohlschmidt. Translated by Ian Hilton. Macmillan £15.00. 333 95701 7.

This book is part of a multi-volume translation of a work entitled *Geschichte der Deutschen Literatur von den Anfängen bis Gegenwart*, which is being published in four volumes by Reclam Verlag. It corresponds to the third part of the original volume two. The English title is somewhat misleading, since anyone searching these pages for an account of, say, Lessing's *Nathan der Weise*, Hölderlin's *Hyperion* or Novalis's *Heinrich von Ofterdingen* will be disappointed, even though all these works are accepted literary masterpieces falling within the period covered. The German title—*Sturm und Drang*—conveys much better the idea of the scope of the work, which actually amounts to a comprehensive study of two major movements in German literature: Sturm and Strömung and Weimarer Klassik.

In fact, Professor Kohlschmidt's starting-point is Hermann (precursor of Sturm and Strömung) and Winckelmann (father of German classicism), both of whom were already making significant contributions to aesthetics in the 1750s. Nor can the work be described as a history of literature in the conventional sense. True, there are the usual potted biographies of major authors, a synopses of important works, and a chronological table at the end; but in addition to all this, the reader is led on frequent excursions into philosophy, sociology, and even pedagogy, although these are always strictly related to the main theme. Moreover, since much of the material is concerned with the history of ideas, value-judgments abound.

For the most part, Professor Kohlschmidt displays a commendable objectivity, and only rarely do his personal prejudices emerge. On such occasions as his cursory dismissal of Goethe's *Stella* as "dripping with magnanimity and heartache, basically unpsychological and unmade," and another his curious inactivity in the literary merits of Wieland's work—though he never denies the greatness of that author's intellect, or his importance from a purely sociological standard.

Many readers, too, will probably disagree with his view that the ending of *Platz* is "artificially engineered solely in order to enable Schiller to introduce a verbal conceit with the words: 'ertrunken am 10. März 1794'." Incidentally, the effectiveness of this cynical play on words, which Schiller puts into the mouth of the disillusioned

Verrina, is necessarily lost in the English translation, making Schiller appear even more inept than Professor Kohlschmidt alleges him to be.

Professor Kohlschmidt provides an admirably lucid account of the main trends of the age, and the breadth of his reading is often astonishing. Inevitably, however, the need to compress so much diverse material into such relatively small space has led to a degree of oversimplification in the treatment of individual works. In the chapter on Goethe's *Werther*, for example, the hero's lack of a sense of responsibility and his obstinate refusal to persevere are justifiably emphasized. Yet Werther is not quite such an unpsychopathic character as this analysis suggests, for even in the revised version of his novel (which is commonly held to present a more objective portrait of Werther than the first version) Goethe still implies that a measure of misunderstanding on the part of Lotte and her father was at least a contributory factor in his hero's unhappy fate.

A similar oversimplification occurs in the discussion of Schiller's *Wilhelm Tell*, where we are told that "no discordant note is sounded when the finale claims Tell as the liberator and saviour of the national cause." But surely the acclamation bestowed upon Tell by his compatriots in the final scene must be understood, ironically, as the real saviour of the Swiss revolt is not Tell but John of Swabia, whose callous murder of the Emperor fortuitously forestalls any intervention on the part of the Imperial troops. It is no accident that Schiller was fond of depicting myth-figures in his classical plays. The theme of *Wilhelm Tell* is not so much "the moral assertion of the individual in the raging torrent of history" as the "creation of a popular myth through a deliberate distortion of the hard facts of political reality. No wonder that Tell remains silent when he is hailed as a national hero."

Equally, it is insufficient to say of Goethe's *Ugolino* that here "death" is "a longer heroic-rhetorical." This is no doubt true of the manuscript draft, which Goethe sent to Lessing in 1767 for his comments, but it is certainly not true of the first published version of the play, where Ugolino accepts his fate with restored moral fortitude, reciting from the Lord's famous reply to Job.

Ian Hilton has produced a faithful and idiomatic rendering of the German text, and any English reader unfamiliar with German, who wishes to obtain an insight into this fascinating period, will have no difficulty in following the narrative, since all German quotations are translated and there is a glossary of technical terms used.

Animal human

Man and Wildlife. By L. Harrison Matthews. Croom Helm £4.95. 0 8561 012 5.

This distinguished author offers us a book which is principally a straightforward account of the ways in which man has always used and depended on the animal kingdom, and of the present state of this relationship.

It is written in a low-key, almost laconic manner, closely informative and factual, devoid of upper secondary pupils as technicians are, on the whole, avoided. Main groups of animals are examined in relation to man (bees, tapeworms and protozoa are "wildlife", but silkworms are truly domesticated). The whole picture, however, is of our species as an interacting dependent part of the flow of self-replicating living matter. DNA is the fundamental. All forms of life including ourselves are simply vehicles for transmitting this.

Our man-made environment is shown to have vastly favoured some species but nearly destroyed others, and human population is the enemy, far more menacing than any other threat. The extermination of species by man is, of course, negligible when compared with "natural" disappearances in the course of evolution, but reduction of numbers is serious. Ethical questions and speculation such as whether man is capable of restraining himself are only discussed briefly and always with despairing irony. In his introduction, divergences from facts the author makes some curious comments such as that it is "prejudice" to enjoy deciduous trees best and "illogical" to like birds more than other creatures.

The most immediately striking feature of this book is its exceedingly poor production—the small, unbroken print and stunningly high price for its 126 pages. A batch of not very illuminating photographs appears in the centre.

Julian Brotherhood

33 Books/French

Aux mille visages

Robert Béar on French texts from France

Je Lis Tout Seul—premier étape. By J. Mestier and E. Ploek. £1.28 per pack.

Parler et Ecrire avec la Bande Dessinée. By G. Rollet. £1.50.

Un-deux-trois. 1. Un-deux-trois Workbook. Adapted by Winifred Porter and Barbara Mason. 95p and 65p.

Textes en Français Facile. Civilisation series: La Bretagne. By Patrick et Janick Gazio. Cuisine en Français Facile. By Raymond Lichet. Le Chanson Française Aujourd'hui. By Louis-Jean Calvet. Le Cinéma Français Aujourd'hui. By Nicole McBride. La Vie Politique en France. By Michèle Blondel. 53p each.

Molière L'Avare. By George Gonnard. Lire Camus. By Raymond Lichet. Récits pour les Jeunes: une sélection de la revue *Passe-Partout*. Ecrire à Tout le Monde. By Raymond Lichet. 42p each.

Comment Vivent les Français. By Roger Biron and Francis Grand-Clement. £2.03.

La Moutin à Paroles. By Michel Benamou and Jean Carduner. £3.03.

La France en Direct. Book 3. £3.15.

Fichier d'Utilisation. Book 4. £3.10.

Fichier d'Utilisation. £1.73. By J. and G. Capelle, G. Quenelle and F. Grand-Clement.

European School Books, 122 Bath Road, Cheltenham, Glos. GL53 7JX.

It is sometimes argued that natives are not the best exponents, or at least not the most useful ones, of their own language and institutions. Moreover, the study of a foreign language and foreign institutions may require a different approach for students of different nationalities. Even so, one takes this view, the varied textbooks under review, all coming from French publishers, and, with one or two exceptions, meant for use all over the world, are well worth a good look. They range in standard from the primary stage to advanced study in higher education.

Je Lis Tout Seul—premier étape is a lovely series of short booklets (*A la Plage, Dans la Mer, La Mare, Deux Petits Ours*) for French six-year-olds. Attractive illustrations and the repetition of a limited vocabulary render the first steps an easy and pleasant exercise.

Parler et Ecrire avec la Bande Dessinée is a collection of 12 cartoon strips, with five copies of each strip. The detailed explanations and instructions, all in French, should prove useful to the teacher. They could form a good spring-board for practice in the *méthode directe*.

Un-deux-trois and *Un-deux-trois Workbook* is a UK adaptation of a Swedish edition. It is the first part of a course "aimed primarily at the pupil of average or less than average ability." (How much longer shall we go on using this odious cliché for wholesale labelling?)

The components of the course include tapes, flannelgraph figures, transparencies for overhead projector and wall pictures. There is also a Part Two, and Part Three is promised for this year. The 47 lessons of Part One are copiously illustrated and avoid monotony. As "grammatical and lexical content have been pared down to an essential minimum" the pupils' progress should not prove too arduous.

The authors are probably right in claiming that the lessons present "potentially useful situations"—*A Oly, A la douane, En vacances* (with exchange of addresses and telephone numbers), and do not fall beneath the pupils' intellectual dignity.

Textes en Français Facile is a vast collection of readers, comprising several series, with a vocabulary not exceeding 3,500 words of the *français fondamental* du 2e degré. Five of the nine readers reviewed belong to the *Civilisation*

series. La Bretagne has chapters on its history, geography, industry, tourism and language, with a selective list of useful Breton words—it ends with "La Bretagne en couleur". It is illustrated with maps, photographs and drawings.

Cuisine Facile en Français Facile would present GCE candidates, interested both in French and cooking, with fewer problems than it would to this reviewer. It ends with a charming cartoon: "Chéri tu es un chou" is the welcome of the wife sitting at the table as her husband, having donned the kitchen apron, brings her a lovely piece of meat.

Le Cinéma Français Aujourd'hui traces its history "from the beginning in 1895" leading us up to Louis Malle's *Lucien Lacombe*. Most famous names appear here: *metteurs en scène* as well as *acteurs*, with some statistics and many photographs. *La Vie Politique en France* deals with the Fifth Republic from 1958 to 1968. Giscard d'Estaing's reign is not included and the voting age is still given as 21. However many of the intricacies of French politics are clearly explained. Useful vocabulary is thus provided for a better understanding of French newspapers.

L'Avare by Molière, "adapté en 1300 mots", belongs to the series *Dialogue et Théâtre*. Not every body likes to read Molière's interlarded with, but there is no doubt this provides much easier reading than the original, while retaining much of its comic element. *Lire Camus, rédigé en 3500 mots* in the series *Biographies* takes us on a superlative journey through all the novels, plays, *Combats* etc. Lichet's narrative is interspersed with brief quotations from the originals.

Récits pour les Jeunes, in the series *Récits*, consists of a selection from the magazine *Passe-Partout*. The articles cover a great variety of subjects and could easily be enjoyed by sixth formers and good pupils in the fifth. *Ecrire à Tout le Monde* is a most useful guide to letter and message writing in the series *Outils*. On the spur of the moment I cannot think of any situation that is not covered in this booklet.

Dictionnaire du Français Facile deals with 300 words "supplémentaires" considered as "prioritaires". With drawings and exercises it is a dictionary with a difference. *Exercices en Français Facile No 1* is a fairly stimulating workbook of 48 pages for beginners.

Comment Vivent les Français is the first of a new series, *Sélection Pédagogique Internationale*, written originally for the Swedish Radio/Television as background reading for 14 programmes on France and the French. It has now been revised for higher education use in all countries. The maps, diagrams and statistics occupy some two thirds of the book and tell us all, or nearly all, about the "vie quotidienne" in La Belle France. Among other things one learns how France compares with other countries in the number of motor cars, refrigerators, washing machines, television sets and baptisms per 1,000 inhabitants.

In their "façons de se distraire" 13 per cent of the French to four per cent over here enjoy themselves by sitting outside their homes and watching the world go by, whereas the percentages are reversed for *le petit écran*: 33 to 85. The British, as one would expect, are seven times more clubbable and twice more "bricoleurs" (however, I find it difficult to believe that France has as many *yoga fans* as England. The political and economic life receives ample treatment, with all sorts of interesting details in a compact form.

There is also a short chapter on *la vie culturelle*. Whether it all adds up to "la civilisation française" is, of course, questionable.

La Moutin à Paroles is a course of "Conversation et composition en français".

niveau avancé". In use in American universities since 1961, it has now been revised to be included in the *Sélection Pédagogique Internationale*. It could very well be considered as suitable for good sixth forms or post A level students. Each of its 14 chapters consists of three parts: The "Chapitre" deals with such "notions" as *Comment poser une question, Comment faire une réponse négative, L'expression des sentiments, Le but et l'effet, la conséquence, L'expression de l'opposition, La relation*.

The authors refer to Ferdinand Brunot's *La pensée et la langue* from which they derived this "grammaire nationale". "Matériau" which offers a thematic vocabulary, with fairly demanding "lexicost" and exercises, forms the second part. Finally, in "Fenêtres 1 and 2" excerpts from contemporary writers are followed by appropriate questions and essays.

All explanations and instructions are in French, including the *Avertissement*, full of most useful advice to teachers, and an excellent appendix on French phonetics. I find the book attractive and intelligent and would certainly give it a try. There are also accompanying tapes.

La France en Direct, Book Three and Book Four with the *Fichier d'Utilisation* are the final volumes of a fine course. They are meant for advanced students of A level and post A level standard. The authors set themselves ambitious aims, and their remarkable achievement deserves more detailed review than space allows here. Book Three is organized in the form of 18 dossiers concentrating on seven or eight main themes that take a look at different aspects of French life, with such titles as *La presse, Les mille visages, De l'été au printemps, Culture ou contestation, Les Français en rien, L'amour toujours*.

In Dossier One, after an outline of its contents and a brief introduction by the authors, excerpts and quotes from newspapers, with only a short dose of grammar, present the reader in a most pleasant manner with a clear and fairly comprehensive picture of the French daily press. The written and oral exercises, including those on phonetics are short, varied and often challenging. The *Fichier d'Utilisation* (teacher's book) is full of extremely useful suggestions. The volume also includes three dossiers, that is long passages from well-known novels: *Cahier de phonétique, Bloc de tests* (84 pages for five pupils) and tapes can be ordered to accompany Book Three.

Book Four is described as "le prolongement et l'approfondissement" of the course. It contains extracts from *Candide*, *Vol de nuit* and *Les Mains sales*. It contains short passages from some 85 writers, predominantly of the twentieth century. These have been grouped under four chapter headings: *Éducation* (salient moments and values in French history), *Contestation* (criticism and renewal), *Acceptation* (currents of thought not less powerful) and *Évasion* (liberation of the individual seen from the literary point of view).

Each chapter is subdivided into four dossiers. Authors and excerpts have been selected with great care and are most stimulating, and so are the exercises. The *Fichier d'Utilisation* is again most helpful. These two books, of such high quality, could be a desirable alternative to the four or five set books of the A level syllabus.

I cannot help feeling that this would make into account the great diversity of aptitudes and inclinations among both teachers and students, and would be particularly welcome in classes where all concerned often find the study of these set books a painful and rather tedious detail in a compact form.

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La Moutin à Paroles is a course of "Conversation et composition en français".

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A teachers' cooperative with materials on the agenda

Anna Sproule looks at Avon's Resources for Learning Development Unit

The board meeting comes to order: apologies for absence, chairman's business, minutes and matters arising. There is an explanation given for an inevitable fact of publishing life: production delays. Then comes the first real business of the day.

"There was a call made at our last meeting," says editor-in-chief Malcolm Lewis, "for a set of teacher's notes to accompany the first bank of teaching materials. Now that we have got the materials together, we're in a position to provide these notes. I'm thinking here in terms of a handbook, perhaps, that would list the contents of the units, provide suggestions for use and for follow-up activities, offer guidance as to ways in which pathways through the material might be followed, and also suggest methods in which class activities—as opposed to independent learning activities—could be merged with some or all of the material."

The meeting collects its thoughts and starts kicking the idea around. "Yes," says someone, brooding aloud. "Yes, I'd like to know at a glance what kind of activities are

involved in each unit. I've got some tape cassettes in my class—unless I watch it, they're going to listen to tapes for a whole hour, and not write anything." Obviously, a teacher is speaking. But this is no lonely expert, imported to advise the decision makers on what schools want. Her colleagues round the table are teachers as well.

Malcolm Lewis also used to be a teacher; he is now on a four-year secondment. So is the concern's director, Philip Waterhouse. And the meeting's official observer, Geoff Hughes is a research fellow at Bristol University's School of Education.

The English editorial board of Avon's Resources for Learning Development Unit is in session. In the second unit, the unit is to Avon what the media is to the London Education Authority. In both cases, the broad aim is the same: to help teachers to use learning resources in the most effective ways possible.

But the origins, content, and style of the help that Avon provides are very different. The media resources officer, along with LLEA's joint resources officer, is largely based on the thinking of Leslie Ryder, LLEA's staff inspector for learning resources. The percentage of the unit is more complex: Avon, the DES, and the Nuffield Foundation's research team on resources for learning have all played a part. (It was the Nuffield team who invited Avon to carry out a large-scale practical experiment resource-based learning. The LLEA system could best be described as a partnership between teachers and professional resources officers. Avon's scheme, by contrast, is a near-autonomous cooperative, run with the teachers, by the teachers, for the teachers. "There's a feeling of ownership," says Mr Waterhouse. "We, the seconded team at the unit, have often had to allow our own judgments to be set aside. The teachers must decide: this has been the idea right from the start."

Above all, the unit is in business to write materials. Actual resource production is an important part of LLEA's joint resources projects but here it is the heart of the matter.

Several hundred practitioners from Avon's classrooms (Mr Waterhouse has lost count of the exact number) are planning, researching, composing, collating, and testing resource packages in five large subject areas.

Resources include booklets, filmstrips, cassette tapes, games, and workshop activities. They are designed for lower secondary use, although teachers have successfully used the unit's materials with older pupils.

The subjects covered are English, mathematics, science, French and social studies. In mathematics there are symmetry, set

theory, polygons, angles, area, number bases, algebra, statistics and more. In English, there are Henry Treece (Viking culture, and work-cards), newspapers, Beowulf, The Sevens, the Marie Celeste (story booklet, worksheets, and captain's log, and city life (poems, picture cards and guidance sheet, cassette tape, tape worksheet).

The materials bank for French includes a charming short story about slugs. *Les limaces aiment ça* has a black and bulging heroine, gives ample practice in kitchen-garden vocabulary and, with a text only 239 words long, still contrives a surprising ending. *Limaces* looks deceptively simple. Still more deceptively simple are the guidance sheets that accompany, for example, the unit's social studies pack on hot deserts. This, "Guidance Sheet One" says, "is what you have to do. First, collect a workbook and the resources; look at all the pictures and then make an attractive cover for your workbook; write on it the title... get an outline map of the world; mark the origins, content, and style of the help that Avon provides are very different. The media resources officer, along with LLEA's joint resources officer, is largely based on the thinking of Leslie Ryder, LLEA's staff inspector for learning resources. The percentage of the unit is more complex: Avon, the DES, and the Nuffield Foundation's research team on resources for learning have all played a part. (It was the Nuffield team who invited Avon to carry out a large-scale practical experiment resource-based learning. The LLEA system could best be described as a partnership between teachers and professional resources officers. Avon's scheme, by contrast, is a near-autonomous cooperative, run with the teachers, by the teachers, for the teachers. "There's a feeling of ownership," says Mr Waterhouse. "We, the seconded team at the unit, have often had to allow our own judgments to be set aside. The teachers must decide: this has been the idea right from the start."

Early attempts at organized trail-laying of this kind were, he recalls, "a sweat". But writing guidance sheets that incorporated the proposed amount of both precision and freedom was not as time-wasting as it might seem. And then, too, we want to be pictorial, in terms of those who have a pictorial sense."

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An effective "rail" means that pupils can learn independently, at their own pace. The teacher, freed from answering what Mr Waterhouse calls "Please, shall I put a little on my book?", is free to develop a new, more personal relationship with the taught. It is the exploration of this new teaching role, with the provision of resources that underpin it, that is the unit's two main objectives. In effect, it is a practical evaluation of the nature of resource-based learning.

The other objective is also an evaluation, but the questions asked here are more specific. Both Avon

and the country want to know whether an organization like this can perform a useful service to schools. If so, how should a local education authority set about establishing it?

The Bristol-based experiment has scarcely run for even half its four-year term. "It's not worth while dipping in the thermometer yet," says Mr Hughes, whose independent evaluation of the project is being paid for by the DES. Apart from anything else, not all the project's materials have yet been written, let alone put into circulation.

All the same, unofficial proofs that the unit is working positively do exist. There are three or four visitors a day, with out-of-county callers appearing two or three times a week. There are the attitudes of the ultimate classroom consumers. An anthology of children's views on resource-based learning, compiled by Mr Hughes and unit's staff, contains the following: "I shall miss it. I really liked forward to that lesson. I made you feel so free, so independent and you were allowed to talk about things to your neighbour. You had a choice on what you wanted to do. We could watch slides and listen to tapes which made it so much more interesting. There are also sales. The unit's material is sold at near cost price, not given away. "We think it's a good thing that schools should express their interest through the cheque book a little bit—not just take materials because they're free", Mr Waterhouse says. The

result of this policy has been more than 8,000 orders this year—more of them within the county, we estimate.

Most interesting of all, however, are the views of the unit's teachers themselves. "Two points stand out: their increased sense of command over their subjects, and their newly acquired discrimination." Graham wrote the unit's materials on angles. "It's a very strong discipline, having to write something that's virtually teacher-proof and pupil-proof," he says. "You have to see what you can do to make sure... It feels like a definite part to play in the school. But a lot more work needs to be done on it. It's not a dead end, it's a good way of teaching but I'm not saying it's the ultimate." Mike, a member of the English editorial board, emphasizes the importance of the unit's individual study. "The ultimate child-based learning is a child coming to himself," Lyne, also a member of the English team, is critical. When I first started I was very worried about my work, but I was learning something like the answer. But I think I'm less enthusiastic about it now. I don't think that this kind of private activity is the kind of thing I want in my classroom all the time." "No," says someone else: "it's all the time. But it makes an excellent extension to work."

Illustrations from "Les limaces aiment ça"

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Strong images for an analysis of terror

by Nick Thomas



Terrorism. Tape or cassette and filmstrip set, with teachers notes. Educational Audio Visual Ltd, Duntley St., Leeds LS10 1AX. £7.30

Many teachers must already feel that terrorism is an important topic to raise in class discussion. Others will have had the subject raised by pupils. In addition to the much-publicized armed liberation movements of the world we have our indigenous terrorists, bringing the cause of Northern Irish independence home in a way that English people cannot ignore.

The central question is one of definition. What is terrorism? Who decides if a particular act of violence is the work of "terrorists" or of "freedom fighters"? Are there any criteria which transcend one's own beliefs and sympathies—or is "terrorism" merely a term of abuse which adds nothing to understanding of a situation?

None of these questions is answered in this set. The producers limit themselves to offering a range of attitudes on the subject. The frames of the filmstrip, synchronised with the taped narration, are used not only to clarify the



issues but also at times to muddy them. They show by contrast the complexity of human existence swamping near but abstract definitions. The intention is not to wrap the issue up, but to unpack it: to leave pupils with strong images to think about. It aims to shake us up, and to shake us out of some of the assumptions and prejudices surrounding this powerful issue.

Those responsible are to be congratulated on deciding to face such difficult and emotional questions so frankly. Any teacher who uses the set must expect it to generate a highly charged discussion—not with high Irish population. But this could be seen as a release of the pressures which the current random bombing inevitably creates. Pupils can use their own reactions to the real-life situation as material for analysing the nature of terror. Conversely, the generalization which this set encourages will help produce a clearer and more complex understanding of the IRA.

The presentation falls into four sections, of which the first two are unfortunately much better than the latter two. To begin questions of definition are posed: the basic "what is a terrorist?" build-



ing into a series of related questions, such as "what is the difference between terrorism and crime?" "what happens when atrocities are committed by those who make the law?" Violent events of several kinds—lithium, Belsen, pub bombings, Geoffrey Jackson's kidnapping—are introduced and illustrated. The relative nature of the term is brought home by a series of paired polarities—terrorist/hero, gunman/parisian, statesman, dictator, agitator, revolutionary.

There follows a sample of definitions of "terrorism", taken from sources such as dictionaries, Che Guevara, the British Government (who weakly offer "the use of violence for political ends"), a definition which includes any form of war, and so on. Here the illustrations are used in a more challenging way, sometimes complementing but sometimes jarring with the narration. The picture sources are wider, too: press cuttings, posters, cartoons, and paintings and clichés which underline the historical continuity of terrorism.

The next section is something of a disaster: a colourless pop song, composed especially for the set but of unclear relevance—indeed, of



unclear meaning. The teacher's notes explain with the disarming innocence of a trendy view that "most young people seem much better equipped than many adults to appreciate pop lyrics and tunes". It may be that reactions to the song, and the fine twentieth-century paintings that accompany it, will be very diverse and raise entirely new areas for consideration; but the same might be said of any arbitrary inset.

The set ends with a short study of an incident in Belfast in 1972, a clash between Protestant and Catholic communities and their respective para-military organizations, with the British army an uneasy and finally unsuccessful referee. The intention is good, and an example should produce interesting questions about inter-community tension and the nature of conflict rather than about terrorism per se. Many more directly relevant incidents might have been chosen. All in all, the Terrorism set is to be recommended as good solid material, almost guaranteed to start an intense discussion in any class of 14-year-olds or older. The teacher's notes include suggestions for further exploration of the issues.

City built on matchsticks

by Deborah Thom

Aspects of Roman Life Folder A. Longman Group Ltd. £4.75.

The folder comes in a tidy plastic wallet which takes up about the space of an average size hardback. Like much of the material produced by its publishers it is designed for use with other resources, although it can be used alone. In this case the kit accompanies three books which deal more pictorially with the same topics: towns, houses, and family life. Two of the main aims of the kit's complexity are to give source material in translation and to provide work cards which ensure a variety of classroom activities. The kit is suitable for a maximum class of 36, although like most such kits, it is more flexible with smaller numbers.

The teachers' notes give three alternative methods for use which suggest that the course would have to be carefully planned. The classroom work is mainly directed by the workcards. There are 26 different topics. The questions are based on the 32 source sheets, most of which are composed of quotations from Roman writers. In addition, there are four sheets of photographs, four plans of villas or towns on one sheet and four outlines of model making. The workcards are carefully related to the source material and well thought out.

The kit shows great sensitivity to classroom needs. It is designed for cooperative work in pairs or small groups, and with the suggested books it can be used across the ability range. The book and pictorial material add a simple text to the more complicated readings in the kit. Although the publishers do not suggest a suitable age group the kit seems best fitted for middle or junior secondary students. It could be used in any integrated humanities course, as well as in history, classical studies or background to Latin. Some of the material would go well in geography or social studies

courses which include sections on town planning or the family.

The material is original and fresh. The crowded urban life of Rome is depicted in vivid translations from Juvenal, Martial and Petronius, as well as more familiar textbook sources such as Pliny and Virgil. The material provided answers Juvenal's question: "Why are so many people prepared to live in this abysmal god-forsaken hole with all its terrors—fires, buildings constantly collapsing and a thousand other dangers?" He points out that: "We live in a city that's propped up with little more than matchsticks."

Almost all Romans, apart from the lucky ones with country properties such as Pliny in his "little" villa, were constantly preoccupied with the dangers, hazards and excitements of life in the city.

"You have to play the earth for a pokey game, keeping a slave is an expensive business and even a modest supper costs a fortune." A complaint which sounds remarkably similar to Punch of the 1930s, bemoaning the servant problem.

Unfortunately the sources for discussing slavery are not arranged carefully enough to make the concept easy to understand. One quotation is quite chilling: "Men work more willingly if they get better treatment and larger rations... or some special concessions." Surprisingly the quotations on family life show a legal situation in which children and wives were property like slaves but a practical expectation that they would behave as they pleased. As well there are descriptions of people, places and things and several of events, notably the burning of Rome and the eruption of Vesuvius.

The tasks set for students are well fitted to the material, and all questions can be answered from the kit. There could easily be a term's work here, more if the kit were used only in history lessons. At the end of a student would have a thorough understanding of the topics covered.

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Removing a stigma

by John A. Barker

Wax on Headlice
35mm full frame filmstrip £3.95. Also available as slide sets with cassette. Teacher's notes 50p. Camera Talks Ltd, 31 North Row, Park Lane, London W1R 2EN.

Headlice have declined steadily since the Second World War, but recently the trend has reversed. Complacency has had to give way to concern over the growing number of infested heads. In Britain today, one child in 50 may have headlice, and the total for the population may be one million. The body louse is also increasing and this is dangerous, for it carries typhus. Headlice do not transmit any serious disease, but they are a source of irritation and discomfort. This excellent filmstrip deals

with the appearance, life-cycle, transmission and control of headlice. There are splendid photographs of nits and adult lice, though the latter might have been fitted from a clear indication of scale, and by reference to the clinging to hair. A sequence of pictures shows identification of infestation, and some secondary effects. Treatment is outlined, using clear photographs. The importance of education in helping to remove the stigma of itchy heads is emphasized.

This is a valuable filmstrip which could be useful over a wide age and ability range. The printed commentary is concise and provides a good basis for the discussion which the pictures should generate.

Play ideas for the handicapped

The Toy Libraries Association have produced a new booklet I Can Use My Hands, which gives information and suggestions on toys and play for handicapped children. As the title suggests, it is concerned with the hand function and with upper limbs. The authors are Anne Richardson, of the Spastics Society, and Alison Wisbeach, of the Wolfson Centre, who are both occupational therapists and members of the association's advisory panel. I Can Use My Hands costs 40p, plus 10p for postage and packing. The Toy Libraries Association, Stanley House, 10 Gunthorpe Street, London E1 7RW.

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This is a valuable filmstrip which could be useful over a wide age and ability range. The printed commentary is concise and provides a good basis for the discussion which the pictures should generate.

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Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	36	Secondary Education	42	Junior Sixth Form	82	Technical Studies	87	Adult Education	93
Headships	36	Headships	42	Scale 2 Posts	82	Other than by Subjects	87	Community Homes and	94
Deputy Headships Senior	36	Deputy Headships Senior	42	Scale 1 Posts	82	Preparatory Schools	88	Associated Institutions	94
Masters/Mistresses	36	Masters/Mistresses	42	Special Education	82	Art and Design	88	Headships and	94
Primary Education	36	Primary Education	42	Headships	82	English	88	Deputy Headships	94
Headships	36	Headships	42	Deputy Headships Senior	82	Mathematics	88	Other appointments	94
Deputy Headships Senior	36	Deputy Headships Senior	42	Masters/Mistresses	82	History	88	Assessment Centres	94
Masters/Mistresses	36	Masters/Mistresses	42	Heads of Department	82	Modern Languages	88	Youth and Community	94
Heads of Department	36	Heads of Department	42	Scale 2 Posts	82	Pastoral	88	Service	94
Scale 2 Posts	36	Scale 2 Posts	42	Scale 1 Posts	82	Religious Education	88	Overseas Appointments	94
Scale 1 Posts	36	Scale 1 Posts	42	Independent Schools	84	Speech & Drama	88	Administration	94
Marine School Education	41	Marine School Education	41	Headships	84	Other than by Subjects	88	Local Education	96
Headships	41	Headships	41	Deputy Headships Senior	84	Colleges of Further	96	Authority	96
Deputy Headships Senior	41	Deputy Headships Senior	41	Masters/Mistresses	84	Education	96	General	99
Masters/Mistresses	41	Masters/Mistresses	41	Art and Design	84	Directors and Principals	99	Child Care	99
Art and Design	41	Art and Design	41	Classics	84	Other Appointments	99	Educational	99
Domestic Subjects	41	Domestic Subjects	41	Modern Languages	84	Universities	92	Psychologists	99
English	41	English	41	Domestic Subjects	84	Fellowships	92	Examiners	99
Mathematics	41	Mathematics	41	Domestic Subjects	84	Studentships and	92	Miscellaneous	99
Modern Languages	41	Modern Languages	41	English	84	Research Awards	92	Outdoor Education	100
Religious Education	41	Religious Education	41	Geography	84	Colleges of Education	92	English as a Foreign	100
Science	41	Science	41	History	84	Directors and Principals	93	Language	100
Technical Studies	41	Technical Studies	41	Humanities	84	Heads of Department	93		
Other than by Subjects	41	Other than by Subjects	41	Mathematics	84	Teachers' Centres	93		
				Modern Languages	84				
				Pastoral	84				
				Physical Education	84				
				Religious Education	84				
				Speech and Drama	84				
				Appointments in Scotland	81				

Nursery Education

DONCASTER EDUCATION COMMITTEE
STANTFORTH EASTGATE NURSERY SCHOOL
Junction Road, Stantforth, Doncaster
Telephone Doncaster 841466
Roadwardens
Required for September 1976. Salary £2,100 p.a. plus £100 for Nursery Teacher. Previous experience not essential. Closing date 31st May 1976.
Further information obtainable from the Head of the School or the Director of Education, Doncaster, 110, High Road, London, E10 4AL.
Closing date: May 17, 1976.

HERTFORDSHIRE COUNTY COUNCIL
NORTH HERTS DIVISION
NEVILLE'S ROAD NURSERY SCHOOL
Neville's Road, Hemel Hempstead, Herts
H10 0JH
Required for September 1976. Salary £2,100 p.a. plus £100 for Nursery Teacher. Previous experience not essential. Closing date 31st May 1976.
Further information obtainable from the Head of the School or the Director of Education, Hertfordshire, 110, High Road, London, E10 4AL.
Closing date: May 17, 1976.

HUMBERSIDE EDUCATION COMMITTEE
GRIMSBY DIVISION
Required for September 1976. Salary £2,100 p.a. plus £100 for Nursery Teacher. Previous experience not essential. Closing date 31st May 1976.
Further information obtainable from the Head of the School or the Director of Education, Humberside, 110, High Road, London, E10 4AL.
Closing date: May 17, 1976.

WALTHAM FOREST EDUCATION COMMITTEE
WALTHAM DIVISION
Required for September 1976. Salary £2,100 p.a. plus £100 for Nursery Teacher. Previous experience not essential. Closing date 31st May 1976.
Further information obtainable from the Head of the School or the Director of Education, Waltham Forest, 110, High Road, London, E10 4AL.
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Primary Education

WALTHAM FOREST EDUCATION COMMITTEE
WALTHAM DIVISION
Required for September 1976. Salary £2,100 p.a. plus £100 for Nursery Teacher. Previous experience not essential. Closing date 31st May 1976.
Further information obtainable from the Head of the School or the Director of Education, Waltham Forest, 110, High Road, London, E10 4AL.
Closing date: May 17, 1976.

AVON COUNTY COUNCIL
WILTON DIVISION
WILTON NURSERY SCHOOL
Wilton, Wiltshire, SN1 1JH
Required for September 1976. Salary £2,100 p.a. plus £100 for Nursery Teacher. Previous experience not essential. Closing date 31st May 1976.
Further information obtainable from the Head of the School or the Director of Education, Avon County Council, 110, High Road, London, E10 4AL.
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Closing date: May 17, 1976.

Teachers wishing to apply for a post in Scotland should apply to the Registrar, The General Teaching Council for Scotland, 6 Royal Terrace, Edinburgh, SA1 1NF. For information about eligibility for registration with the Council.

Appointments wanted

Other classifications

Educational Courses	94	Awards and Scholarships	94
Personal	94	Announcements	94
Exhibitions	94	For Sale and Wanted	94
Holidays and Accommodation	94	Partnerships	94
Properties for Sale and Wanted	94	Typing and Duplicating	94

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Applications are invited for the following HEADSHIPS

Both posts tenable from 1st January, 1977

OVAL JUNIOR MIXED SCHOOL
Oval Road, Croydon, Surrey
Head Teacher Group 5 plus a London Allowance of £287 is payable

PARISH CHURCH JUNIOR MIXED SCHOOL C. OF E. (Voluntary Controlled)
Warrington Road, Croydon, Surrey
Head Teacher Group 5 plus a London Allowance of £287 is payable

Reasonable removal expenses reimbursed (details on request)

Further particulars and application forms can be obtained from the Director of Education, Taberner House, Park Lane, Croydon CR9 1TP, to whom completed forms for both Headships must be returned by Friday, 21st May, 1976.

ESSEX COUNTY COUNCIL

Thurrock Area

Bulphan C. of E. Primary School

Bulphan, Uppminster (Roll 83) Group 2

HEAD
For this Junior Mixed and Infants School, from 1 September, 1976, if possible.

Central Essex Area

Maldon County Primary School

Wentz Road, Maldon (Roll 400) Group 6

HEAD
For this Junior Mixed and Infants School from 1 January, 1977, or earlier if possible.

Castle Point and Rochford Area

Hadleigh County Junior School

Hadleigh (Roll 419) Group 6

HEAD
For this Junior Mixed School, from 1 January, 1977, or earlier if possible.

Generous grants for removal, lodging and disturbance expenses are payable in approved cases.

Closing date: 21 May, 1976.

Application forms and further details may be obtained from the County Education Officer, Town Hall, Threadneedle House, Market Road, Chelmsford.

ilea

Applications are invited for the following

Headships

St. Anthony's RC (JM & I) School

Eltherow Street, Dulwich, London, S.E.22.
10 Classrooms. Burnham Group 5. Salary £5,184-£5,808 plus London Allowance of £351 (subject to any increase payable under the 1976 Burnham Agreement). Post is vacant due to death of Headmaster. Applicants should hold the Certificate of Catholic Religious Teaching. Please apply to: The Correspondent, 380 Lordship Lane, Dulwich, London SE22 8ND.

St. John's Angell Town CE (JM & I) School

London, S.W.9.
New school buildings including a nursery class and playcentre. Burnham Group 5. Salary £5,184-£5,808 plus London Allowance of £351 and a minimum of £201 Social Priority Allowance (subject to any increase payable under the 1976 Burnham Agreement). Centre of a new development. Practical interest in the Christian faith desirable. Visits welcome. Application forms from: Rev. M. S. Armitage, St. John's Vicarage, Angell Town, London, SW9.

Southwark Park (I) School

Southwark Park Road, Bermondsey, London, S.E.16.
Vacant now. Roll 130 full-time primary and 50 part-time nursery pupils. Burnham Group 4. Salary £4,794-£5,418 plus London Allowance of £351 (subject to any increase payable under the 1976 Burnham Agreement).

Please send self-addressed envelope for application form and further particulars to the Education Officer, 80/81, The County Hall, London SE1 7PB.
Closing date for all appointments: 21 May.

Headship

THAMES VIEW INFANTS' SCHOOL—Group 4

260 pupils Social Priority School

Vacancy due to the retirement of the present holder of the post. The post offers admirable scope for a well-qualified and experienced teacher of energy and initiative and it is hoped that the successful candidate will take up duties as from 1st September, 1976.

Salary Scale—Group 4, £4,794-£5,418 plus Social Priority Schools Allowance.

London Addition £351 p.a. Reimbursement of removal expenses in approved cases.

Application form and further details (s.a.s.) available from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 25th May, 1976.

Barking LONDON BOROUGH

Applications are invited from well-qualified and experienced candidates for the

Headship

HENRY GREEN JUNIOR SCHOOL (290 pupils—Group 5)

Vacancy due to the promotion of the present holder of the post. The post offers admirable scope for a teacher of energy and initiative and it is hoped that the successful candidate will take up duties as from 1st September, 1976.

Salary Scale—Group 5—£5,496-£6,120 plus £351 London Addition and Social Priority Schools Allowance.

Reimbursement of removal expenses in approved cases.

Application form and further details (s.a.s.) available from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 19th May, 1976.

Barking LONDON BOROUGH

KENT County Council Education Department

Ashford Division
Appointment of

HEAD TEACHER

Ashford Bybrook Infant School, Group 4
Roll 207

Appointment to take effect from 1st September, 1976. Application forms and further particulars from Divisional Education Officer, Elwick Road, Ashford, Kent, to whom they should be returned by 14th May, 1976.

NORFOLK COUNTY COUNCIL Education Department

Required for September (or as soon as possible thereafter)
HEADS

1. LITCHAM C.P. SCHOOL, near Swaffham (Group 3, 104 on roll; 5-11 age range.)
2. THORPE HAMLET FIRST SCHOOL, Norwich (Group 5; 242 on roll, plus nursery class; 4-8 age range.)

DEPUTY HEAD

SOUTH HARFORD MIDDLE SCHOOL, Norwich (Group 5; 8-12 age range.)
Application forms and further details can only be obtained by sending a stamped addressed A5-sized envelope to the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned by 25th May. Removal expenses are payable in accordance with the Authority's scheme.

HEADSHIPS

The following vacancies exist for September 1976.
COTEFORD INFANT SCHOOL
(Group 4) Fore Street, Pinner, Middlesex, HA5 2HX.

RYEFIELD INFANT SCHOOL
(Group 4) Ryefield Avenue, Hillingdon, Middlesex, UB10 9DF.

The Authority invites applications from experienced infant teachers who possess a thorough knowledge of and commitment to modern educational theory and practice.

Application forms from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 3HA (Telephone Uxbridge 38232, Ext. 275), to whom they should be returned as soon as possible and not later than 14 May, 1976.

London Allowance payable. 75% removal expenses and some assistance with accommodation in appropriate cases.

LONDON BOROUGH OF HILLINGDON

CHIVVILLE INFANT SCHOOL

Bury Avenue, Hayes, Middlesex, UB8 3LP
(Group 5)

DEPUTY HEAD

(Required for September 1976)
The Authority invites applications from experienced infant teachers who have a thorough knowledge of and commitment to modern educational theory and practice.

Application forms from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 3HA (Telephone Uxbridge 38232, Ext. 275), to whom they should be returned as soon as possible and not later than Monday, 17 May, 1976.

London Allowance payable.

LONDON BOROUGH OF HILLINGDON

London Borough of RICHMOND UPON THAMES

St. Stephen's Church of England Junior School, Winchester Road, Twickenham TW1 1LF

Applications are invited for the post of

Headteacher

required from September, 1976. Salary Group 4 plus Outer London Allowance of £267. Person of Christian commitment desired.

Forms and further details from D. Naismith, Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by 21st May to: The

St. Helens Borough Council Education Committee

Head Teacher

St. Alban's R.C. Aided Secondary School—Group 7

Applications are invited for the Headship of this mixed school from the beginning of the Autumn Term, 1976.

Under the present Scheme of Reorganization of R.C. Secondary Schools St. Alban's Secondary School is a regional secondary school (11 to 16 years) with a comprehensive intake for the first two years and optional transfer to 13 to 18 schools at 14-plus and 16-plus. Pupils are entered regularly for G.C.E. "O" level and C.S.E. courses.

Under a Working-Party Review of the present Scheme it is proposed that the school should become fully comprehensive for pupils 11 to 16 years.

The Governors are looking for a lively, energetic teacher with some managerial experience in a secondary school, who is looking for a first Headship.

Further details and application forms which should be returned to the Reverend Father R. B. Billington, Holy Cross Presbytery, Corporation Street, St. Helens WA10 1EP, may be obtained from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens.

Closing date for applications: Monday, 17th May, 1976.

LONDON BOROUGH OF BEXLEY

BEXLEY GRAMMAR SCHOOL

Roll 674 Group 10

Owing to the retirement of the present Head Teacher applications are invited for the

HEADSHIP

of this 4 form entry co-educational grammar school. The school is being extended to 5 forms of entry. It is hoped to appoint from 1st September, 1976.

Application forms and further details available from the Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, to whom they should be returned by Monday, 17th May.

NORFOLK COUNTY COUNCIL

Education Department

Required for April, 1977:

HEAD Designate

FOR DISS SECONDARY SCHOOL

(Group 9; estimated number on roll, September, 1977: 762)

This co-educational Secondary Modern School is to be formed with effect from 1st September, 1977, by amalgamation of the existing Diss High and City Secondary Schools. The new school will have a total of 1,400 pupils and will be a full-time comprehensive school. It will eventually become an all-ability high school for about 480 pupils aged 12-16 years.

Required for January, 1977:

HEAD Designate

FOR THE COMBINED THORPE GRAMMAR AND THORPE ST. ANDREW'S SECONDARY SCHOOLS

(Group 13)

This co-educational all-ability high school is to be formed with effect from 1st September, 1977, by amalgamation of the existing Thorpe Grammar and St. Andrew's Secondary Schools. Under the Committee's Development Plan it will eventually become an all-ability high school for about 1,400 pupils and will be a full-time comprehensive school. It will eventually become an all-ability high school for about 480 pupils aged 12-16 years.

Required for January, 1977:

HEAD Designate

FOR THE COMBINED THORPE GRAMMAR AND THORPE ST. ANDREW'S SECONDARY SCHOOLS

(Group 13)

This co-educational all-ability high school is to be formed with effect from 1st September, 1977, by amalgamation of the existing Thorpe Grammar and St. Andrew's Secondary Schools. Under the Committee's Development Plan it will eventually become an all-ability high school for about 1,400 pupils and will be a full-time comprehensive school. It will eventually become an all-ability high school for about 480 pupils aged 12-16 years.

Required for January, 1977:

HEAD Designate

FOR THE COMBINED THORPE GRAMMAR AND THORPE ST. ANDREW'S SECONDARY SCHOOLS

(Group 13)

This co-educational all-ability high school is to be formed with effect from 1st September, 1977, by amalgamation of the existing Thorpe Grammar and St. Andrew's Secondary Schools. Under the Committee's Development Plan it will eventually become an all-ability high school for about 1,400 pupils and will be a full-time comprehensive school. It will eventually become an all-ability high school for about 480 pupils aged 12-16 years.

Required for January, 1977:

HEAD Designate

FOR THE COMBINED THORPE GRAMMAR AND THORPE ST. ANDREW'S SECONDARY SCHOOLS

(Group 13)

MIDDLE Scale 2 Posts continued

HUMBERSIDE

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Other Posts on Scale 2 and above

LONDON W6
LATYMER JUNIOR SCHOOL
Hammersmith, London W6
Direct Entry, qualified independent, £1,100 (1985)
Wanted for September
Children to teach Latin to Ordinary Level (A.C.)
Course and Advanced
Ancient History (A.C.)
It is hoped to appoint a
one who could succeed the
Head of Department when
leaves in August, 1987.
Excellent remuneration
and term-time salary
don't burnish on a scale
to negotiate and
apply to the Head
for particulars and names
of referees.

Scale 1 Posts

EXETER
THE MAYNARD SCHOOL
(Direct Grant; 400 girls)
Required in September
well-qualified CHILDREN
CLASSICS throughout
to Advanced level.
Applications to the H-
with testimonials and the
two referees.

HAMPSHIRE

PORTSMOUTH AREA

THE CITY OF PORTSMOUTH
BOYS' SCHOOL
London Road, Haze, Port

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OF

NTRY

Term, Assistant Teachers

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 Assistant F.E. Lecturer 1 to
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Details (age, qualifications, experience) with
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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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ART IN THE CARING PROFESSIONS

By Joyce Laing, chairman of the Scottish Society of Art and Psychotherapy

The early hopes of the mid-century that the sciences would answer all our ills have brought disillusionment, even at a time when technology has never advanced so fast or brought so many advantages. Now there are signs in our social climate of a rebirth of the arts, of people's awareness that the whole person can never depend solely on mechanical or chemical aids and that the inner self is a necessary part of us all.

Many hospitals, institutions, training centres, special schools, hostels, who are concerned with caring for people, are seeking the imagination, inventiveness and skills of the artist in an effort to revitalise their own effectiveness.

The artist, who is also trained as a therapist, can play a vital role in the psychiatric team of a hospital or in the caring staff of a residential institution. The art productions by patients can be used in the diagnosis of the changing moods and states of mind and can also be of value in a skilled psychotherapeutic treatment programme.

From the environmental aspect, an artist in a hospital or community can enrich the living experience. To date a number of artists have contributed to certain situations by designing playgrounds and inventing toys for handicapped children, by choosing aesthetically selected colour schemes for wards, waiting-rooms and surgeries or by designing art forms specifically for areas within the hospital and by creating art objects to encourage the disabled, the long-term or elderly patient to participate themselves in creativity.

Obviously working with the disabled calls for special skills not encompassed in art college training and only peripherally touched upon in colleges of education. There is need for a new concept of training for the artist who will eventually become also a therapist or an artist in a caring community.

At present in England there are three courses concerned with art therapy. At Birmingham School of Art Education there is a one-year postgraduate course for artists, who already have at least three years' work experience, for an MA degree in art education.

Goldsmiths' College of Art offer a one-year postgraduate Diploma in Art Education in which art therapy may be a selected option. St Albans' College of Art offer a one-year course in art therapy but do not specify any essential entry qualifications.

While many of the students possess the National Diploma in Design, non-artists may also apply for this



Joyce Laing

course. It is, perhaps, therefore not surprising that the administrators of career and salary structures find it difficult to describe or place art therapists.

It is about 20 years since art therapy was introduced to Britain; its origins in the United States came later, yet today five universities in the United States offer MA degree courses in art therapy.

Psychiatrists, heads of residential institutions and governors of prisons are not seeking artists to be pseudo-psychologists or pseudo-social workers, but want artists whose own professional skills can add to the therapeutic programme of their communities.

It is, therefore, logical that any training in art therapy should have the basic support of an art college and that the artist-graduate should gain his specialised knowledge under the guidance of a department of mental health. Such a course needs the theory of behavioural development and of psychological disturbance, it needs the clinical practice of hospital or residential care settings and it needs the opportunity for the artist to return frequently to his artistic base in the art college where he can develop his own ideas and further research in his studies. Above all he must continue to grow as an artist.

Today Scotland has a wealth of artist-graduates whose concern in caring for others is complementary to their philosophy of their art. These artists have already received four to six years' training—surely an investment from which the country must look now for return. Should the graduate artist wish to offer his skills to the educational system there is provision for engaging him; but should he or she choose to try to help the handicapped, the sick, the deprived

or disabled there is no way for them to enter these situations in their own right as artists.

Scotland has always jealously guarded her standards of professionalism, but surely this striving for the highest quality has led to delays in effecting many of her far-sighted ideas. The present position is a wasteful anomaly. There is a need for, and many requests for, the skills of artist-therapists. There are artists who are keen and able to undertake such a commitment.

As yet there is no way to bring the two together. Professional facilities exist in every teaching hospital; it would take organization to develop a meaningful course but little financial cost. The resulting course would have a realistic career structure and offer opportunities for the artist working as a therapist to return to an educational post should he wish and for the art teacher to train to work in the caring professions. It must be hoped that soon Scotland will take the initiative and organize a training course which will be credible to all professions.

In other ways Scotland has forged ahead with links between the arts and the community. Five years ago the Scottish Society of Art and Psychotherapy was formed with the aim of bringing together a multi-disciplinary group of artists, psychiatrists, psychologists and social workers and educationists to further the uses of the arts in the caring professions.

The society meets monthly in the academic year and covers a diverse range of interests from analytical studies of the artist to the work of the artist to the town. It is a recognized branch of the Société Internationale de l'Expressionnisme de l'Expressionnisme which is based in Paris.

There are a number of lively art therapy departments in Scotland, and although mostly having to be run on a part-time basis because of administrative difficulties, there is emerging an interesting collection of art-productions from hospitals and special schools. Indeed the purely aesthetic merit of some of these art-productions has resulted in the essential collecting of material for the largest exhibition ever to be held in the United Kingdom of this art form.

In August this year the Third Eye Centre, Glasgow, with the support of the Scottish Arts Council will hold an exhibition to be called *Art Extraordinary*. This exhibition will also include some of the work from the now famous continental collections which date back as far as the Hans Prinzhorn collection housed at the beginning of the century in Heidelberg.

CONCERNED TO HELP

Peter Ewence on Don Caston's work for handicapped

Last week a 12-week course began at the City of London Polytechnic for the parents and teachers of handicapped children. It is not devoted to the problems of coping with handicapped children or concerned with an analysis of the causes of handicap. It is solely concerned with using toys, games and educational aids for the whole range of handicap, using simple tools, basic materials and uncomplicated methods.

The organizer and course leader, Mr Don Caston, a lecturer at the City of London Polytechnic School of Art, has been attached to the Inner London Education Authority's art and special school inspectors for the past three years. During that time, he has observed handicapped children firsthand in the classroom and, as a result, developed a range of devices to make the education of the child a happier experience for all concerned.

The key to the devices which Don Caston has been perfecting is cheapness and ease of construction. "This is why I call the devices halfpenny end of the twopenny," he says. There are no PhDs for the asking here. None of this stuff is glamorous or expensive. But it works and I've had no complaints yet."

The range of equipment he has developed is comprehensive, with a simple philosophy behind it all. When he encounters a new problem, he sits down to design something that will help to overcome it.

For example, he noticed that some children, due to muscular or arthritic problems, were unable to grip and hold steadily something as small and awkward as a pencil or a paintbrush or even a spoon. He returned to his workshop and a few weeks later had perfected a technique for the manufacture of personalized hand grips which were inexpensive and reliable. The child grips a lump of clay (as hard as the strength of the grip will permit) with a pencil in it at the correct angle for comfortable writing. The impression is then hardened to become a mould.

If the child cannot speak, he casts a grip from clear resin and, when the child is holding the grip, shines a torch along the barrel where the pencil-brush would fit and can see where the hold is correct and where it needs alteration. This established, the final product is made from water-extended polycarbonate—a material which is cheap, easy to use and at the same time, virtually indestructible.

Among the other devices he has designed is one which he calls "the activity tray system". The basis of this is a small wooden tray, specially designed to incorporate an activity such as writing (using pocket-book size blackboards with the letters printed in white at the top) or potato-cut printing or jewelry manufacture. Everything needed for the activity is available on the tray and there is a trolley to hold up to a dozen of these activities at a time.

The idea for this system came, like all the others, from observation in the classroom. But this time it was observing the teacher rather than the child. "If you've set up a child to paint you've had to get the drawing board, the paper, the brushes and the water usually from separate sources. What happens when the child gets bored? You've

got to clear it all away and set something else up. The mind of the child is not running about doing out and concentrating on teaching. It seems to me that if you could have things set up afterwards you get on with the important bit—teaching the child."

These and other devices such as a lightweight drawing board, a quarter of the weight of a standard board but with the same strength, dexterity toys, a 3D "noughts and crosses" or a penny for instance, and a protective clothing made from latest plastics are all included in the range of devices that parents and teachers can make. Don Caston's workshop at the City of London Polytechnic is the

place where the devices are made. "All the gear they can make been tested in the schools and all works. Even the workshop has been specially equipped with a simple domestic power pack that those on the course if they're all fingers and thumbs will be able to make the machinery was industrial, not domestic."

Before joining the City of London Polytechnic in 1971, Don Caston had been an art teacher at Stamford House Remand School and Exmouth Comprehensive. Before that he had been in the plastics industry as a technical commission from which he had been able to keep his hand in and keep with new developments in materials, and through this contact he has been able to experiment with the materials before they are commercially available.

At the time of writing he is the United States at the invitation of the New York Teachers' Union and the United Cerebral Palsy in New York. While in America he will be meeting directors of the New England Medical Centre, at Tufts University, Boston, and the department of special education at Colby University, to exchange notes.

He was last in America August last year and has been invited back to appear on television to talk about his work and confer with United States Department of Education officials on their plans for the education of the handicapped. After the conference he will be flying to Israel to represent the IEA at a world conference on handicapped provision to be held there in November.

In the best of his knowledge, at present, the only way of working on these practical cheap aids for the handicapped child in this country, if not a world, if this course is a success then the way is clear for the establishment of more of these using existing workshops, through the United Kingdom. "The object of the exercise is to be the parents and teachers of handicapped children to make for themselves the toys and devices which will go some of the way towards making these children happier and more equal—less 'disadvantaged'."



Personalized hand grip.

THE TIMES EDUCATIONAL SUPPLEMENT 7.5.76

THE RENAISSANCE OF THE ARTIST CRAFTSMAN

By Dr Roy Strong, director of the Victoria and Albert Museum

It is rare for the Victoria and Albert Museum to have to close its doors for anything other than a bomb scare these days, but on Friday, January 2, we did. The reason was simple if unusual. There was just no room for any more visitors to be packed into that vast 12-acre site.

About 17,000 people poured through the museum that day and even our crowd's nest, the ceramics galleries, bustled with life. Pandemonium was let loose. Whole families, up for the day from the suburbs and regions, seemed to arrive in battle formation. It was wonderful, it was exhilarating, it was a triumph and it was evoked by a single event, *The Makers*.

For the first time in the museum's history 11 artist craftsmen of industry had moved their workshops in lock, stock and barrel, and settled down to work for a week in our galleries. Tapestry was woven in the tapestry courts, books were bound outside the library, embroidery was stitched in proximity to the *opus anglicanum* and so on. The continuity of the past into the present was comprehended at a glance.

Ever since I became director of the Victoria and Albert in 1974 it has been a central thread of policy that the museum should actively associate itself with the whole spectrum of contemporary creativity in the decorative arts, and in particular the renaissance of the artist craftsman.

To me, as an historian, one must always go back to go forward. The Victoria and Albert was the world's first museum of the decorative and applied arts and its creation was directly stimulated to counter the fall in standards produced by mid-nineteenth century industrialization.

Up to the close of the last century it was in the vanguard of all contemporary movements in the arts. But suddenly it began to freeze. At the turn of the century the curators seemed to lose their nerve about the present and there arose that terrifying cult of the sanctity

of the posthumous pronouncement.

So the emphasis shifted heavily in two directions, both equally valid and neither exclusive of the other. The first conceived the museum as the athenaeum of the antiquarian, sorting, codifying, exhuming and categorising the artifacts of the past; the other was borne of the emergence of art history as a subject and the apotheosis of art as a history of style. For them the museum was above all the shrine of the masterpiece and a place in which the curators occupied roles somewhat akin to Counter Reformation clergy exposing relics for veneration by the faithful.

A museum is and must be a pliable vehicle to expound from its collections what is relevant for the moment, and the time has now come to tilt the balance back a little and to re-state in today's language its original brief.

The V & A should play a vital role in the revival and reintegration of the crafts back into the mainstream of aesthetic creativity and into the community as a whole. We can, in the first place, offer the crafts a shop window and an arena for activity. In 1974 the Crafts Advisory Council opened their first small but exquisitely designed shop in the museum, selling the best of artifacts by our contemporary craftsmen, jewellers, ceramics, glass, silver, and textiles. This has been a great success, giving to artists a means of selling their wares, providing the public a way of purchase devoid of the intimidating mystique of the commercial galleries.

Second, we will be emphasizing as never before in the next few years the artifacts of the present century. The great curatorial departments, nearly all constituted on their present lines in 1909 and most of whose collections ground to a halt in the early years of this century, are being given special funds to purchase what made after 1920 with an accent on the contemporary. We will follow this theme through



One of the "Makers", Ann Brunskill; handmade books and etching.

In the creation of a Twentieth Century Primary Gallery and in our temporary exhibition programmes.

Most important of all, our experiment of the public meeting the artist craftsman must be repeated again and again. The permutations of this are endless. In June we will be experimenting by taking the initial idea a stage further, but this time in depth. The department of metalwork embraces everything from the Armada Jewel to iron balustrading, and it is this spectrum

in the making which we shall attempt to conjure up.

In the quadrangle, that blessed but under-used spot, there will be a foundry (no blacksmith in the interests of our library readers above I) in which molten metal will be poured into both historic and contemporary moulds. Inside the museum, in our metalwork galleries, craftsmen silversmiths and jewellers will once more be working. Films on the historic processes will be shown in the lecture theatre and

there will be complementary lectures and literature.

We must also discover how we can take things like this out on the road via our new department of education and regional services. Time and again in letters from the regions there was a demand for exhibitions based on the *Makers* concept. When the new department shortly becomes a reality this will be a central tenet in their brief for the regions.

continued on page 52

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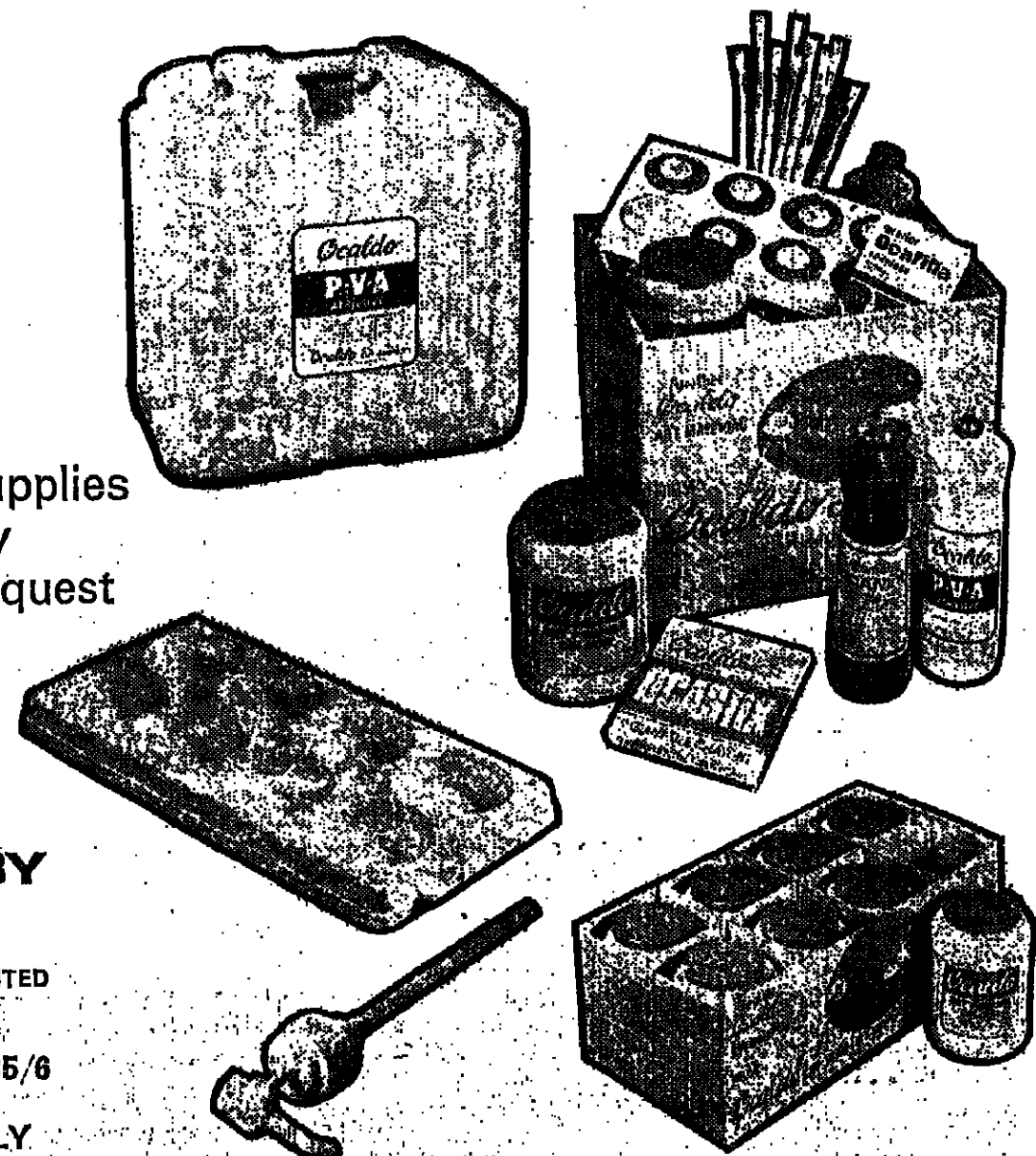
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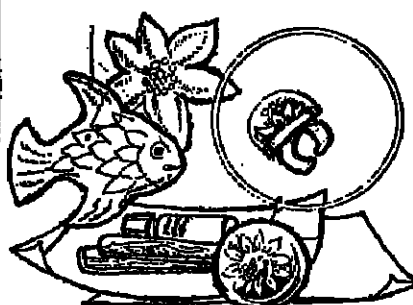
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continued from page 51

We must also take stock as to how, in the long run, the marvelous revival and incipient public enthusiasm and support for the crafts should affect our permanent display. It will almost certainly mean a redevelopment of our Primary Galleries, with their period rooms and changing exhibitions, a little less contemplation of the object in abstract and a little more accent on practicalities.

We are already meeting the demand for the sociological approach to our artifacts, but we are only beginning to stir ourselves on the actual process of manufacture. Gradually we must develop technical displays on production and this new emphasis must be reflected in our educational programmes. Already we run a needlework course based on an intensive study of the stitches and methods used on objects available for study in our textile study room.

Similar but shorter study courses are held, for instance, on the process of reproduction with visits to the Royal College of Art and work in our print room as part of them. One would be interested to know how much, for instance, our ceramics actually studied ceramic design and manufacture. Looking at the available range of kitchen and bathroom tiles in this country for a start reveals the abysmal level we have sunk to. For far too long art schools have despised the study of the past and the techniques of design and manufacture.

At its best the museum should aim to be a forum for temporary creativity in the decorative arts. All the world's leading designers and craftsmen should be represented and seen in its collections, highlights from time to time in temporary exhibitions. Above all we should be in the vanguard of restoring the decorative arts back to their sister, architecture, who has shamefully for most of this century hacked every piece of ornamentation off herself as if the very idea of decoration was tainted.

Ornament has virtually become a dirty word. There is no modern vocabulary for ornament, but why should there be? We are at last in revolt against the barren office block, the glass and concrete, with its solitary Henry Moore marooned before it as the only feature of art. We loathe the bleak unadorned living units created by the dreary architects of the welfare state devoid of even a solitary exotic excess.

Architects and planners should, as they did in the past, coordinate the skills and creativity of others. Any major contemporary public building should sing out, not with a single statue, but incorporate specially designed textiles, tapestry, embroidery, hangings, carpets, metalwork, stained glass, furniture, decorative painting and plasterwork. The fault here lies not only with the architects and their clients, but with the baleful influence of the mass media interior decorators whose passion for chattering us forever with the latest however ghastly, is eroding our will to look forward.

Strange as it may seem, the museum should have as one of its objectives to inspire its visitors into wishing to surround themselves with the best of today and to make them realize that their patronage, however small in that direction, is not only creating new art but giving a livelihood and a direction to the artist craftsman in the abused world of the decorative arts.

ART IS A MYSTERY, HEADMASTER, ONE MOMENT HERE, AND THEN ITS SEEPED OUT THROUGH THE MARLEY TILES!



REALLY WELCOME

Peter MacKarell reviews papers produced by the Association of Art Advisers

The Association of Art Advisers is a fairly new body, and it is very much to its members' credit that so soon after formation they should set about publishing *The Function of Art Education in Secondary Schools*: papers which reveal their professional concern and point to areas they wish to investigate.

As advisers they have the tasks of the working diplomat in dealing with administrators on behalf of schools. This basic setting out of the difficulties of the fact that art advisers have a subject allegiance so they act as advocates and do battle in the grey corridors for teachers whose convictions they admire. They also try to provide improved technical and material resources for schools. For the young teacher particularly, a hard working and subject committed art adviser can provide effective and welcome support.

It is a pleasant duty then to greet an association of potential influence, and to see in a little more detail the areas they have selected for scrutiny. They begin with a prose poem and end with a school syllabus, which is fair enough, while in between some of the contributors spar with *The Big One*.

Artists, art historians, art teachers, critics, over politicians and others with time on their hands have squared up to the question "What is Art?" Many have found it difficult. Not many answers are as far-fetched as that of Myles na Gopaleen, "But the main thing to bear in mind is the unimportance of all art. It is very much a minority activity."

Ernest Goodman has a long piece about curriculum justification, in which he projects a fundamentally important area called "aesthetic studies" while launching a few roundhouse swipes at other subject areas. He is uneasy about the more competitive aspects of physical education, but he left me uneasy about how his projected scheme was ever going to exist in the face of likely

competition from other subject interests.

It was not really a surprise that the answers to "What is Art?" but we are convinced it is important, nor was it a surprise, to go back to Myles na Gopaleen for a moment, that nobody reproduces the question he asked in one of his famous Cruikshank Last columns "What prompts a sane or offensive man to write?"

The advisers are surely sane, but the explanation for the fact they have produced these papers is probably that, in their case, they wished to mark out and identify some common ground, for art is a subject area in which teachers use varying methods with disparate intention for different results. It is even a possibility that the conviction that common ground can be mapped out is not taken.

However, the chill winds of economic reality have blown away the fog and revealed some strong features, so the advisers are right to see in what ways they can make their considerable influence tell. Indeed, one looks forward to papers devoted to the practical ways in which they can help teachers, individually, pastorally, in art centres, on special courses, in fighting for more in-service training places and by contact with institutions of professional training.

Of the individual contributors here, Maurice Barrett presents a rough-hewn but useful and realistic overview of six rationales for art teaching. Robert Clement offers a chronologically based look at the conventional expectation of child art work, but David Appleton concludes his paper on the function of art education with an exhortation to "get the jackets off". You can applaud this—for art work is about practice, and that which sparks off and maintains activity in teachers and taught as well as among the advisers themselves, is really welcome.

STRATEGIES FOR THE FUTURE

The Royal College of Art report on design in general education summarized by Ken Baynes

It is now two and a half years since work began at the Royal College of Art on a project with the title "Design in general education". Since then we have been able to make regular reports on progress in the TES and many teachers in various parts of the country have participated directly in our work. As a result, the general pattern of our findings and recommendations is reasonably well known. It will come as no surprise to those who have attended our conferences and discussions to learn that we believe that design, in the broadest sense, should be a core element in the secondary curriculum; that we are convinced that the proper medium for its development is local curriculum development work carried out by teachers; and that we would welcome the emergence of different ways of providing design education in comprehensive schools.

What may surprise some teachers and administrators is the radical nature of our proposals. When our report goes to the Department of Education and Science this month it will emphasize the contrast between achievement and potential in design education. We have an immense resource of human and physical skill and material in school workshops and studios. For years every major report on education has acknowledged the importance of arts and crafts as an experience and some have recognized that practical learning is often more effective than theoretical learning.

For all that, and particularly at school level, not enough has been done. We believe that teachers of design can prove the worth of their subject only if they are given effective support.

The study has been concerned with the definition of strategies for the future of design in general education. The team will specify the changes which it hopes to see brought about. It is argued that, in order to raise the level of design awareness and to establish design as a core area in general education, certain specific developments will be required. In the broadest terms, these are as follows:

● An acceptance of the importance of design as a part of national policy in relation to economics, industry, planning and culture.

● An improvement in the philosophical and theoretical basis for design education.

● A greater understanding of the way in which design awareness can, in practice, be encouraged in schools.

● A wider experience of design among teachers and educationists at all levels.

● A wider knowledge of the various forms of school organization which can support the development of design awareness and of the advantages and problems associated with them.

● The establishment of machinery, at all levels of education, which will enable subject specialists to come together to discover what common ground exists between them in relation to design studies.

● The design of a series of examinations linking secondary with tertiary education and which support educational improvement and provide an appropriate basis for general as well as specialist education.

Clearly there is not space here to deal with all these points. I have therefore devoted the rest of this article to a discussion of the kind of proposals that may be put forward in relation to examinations. Examinations are a vast area for future development. Success in this undertaking would draw together all the other strands in the proposals and have an immediate and direct impact on the work done in schools. Speed of action is called for because big structural changes in the examination system are under discussion and will happen soon. But the problems in relation to art, design and craft are formidable. The fragmentation of responsibility makes coherent change hard to achieve. There is little agreement on aims and objectives between the secondary and tertiary levels, and there is much doubt about appropriate criteria and the validity of the various methods of assessment. It is important that the interim nature of the present stage should

be recognized. The need is for continuing and careful development for a period of 10 to 15 years. Among other things a start needs to be made at creating better links between secondary and tertiary education. Once established, these links would allow for a consideration of the data coming from any theoretical research work. This would lead to an assessment of what could constitute a common core of experience to be shared between general and specialist education. Agreement on such an assessment appears to be required before any long-term plans can be

evaluated with any degree of realism. It will be useful if, in parallel with these developments, there is fundamental research into the whole problem of assessment criteria and procedures in art, design and craft examinations.

It is of the very greatest importance that university and CSE boards involved in any way with design studies should enlarge the number of people on their committees and among their examiners who have experience of design and design education.

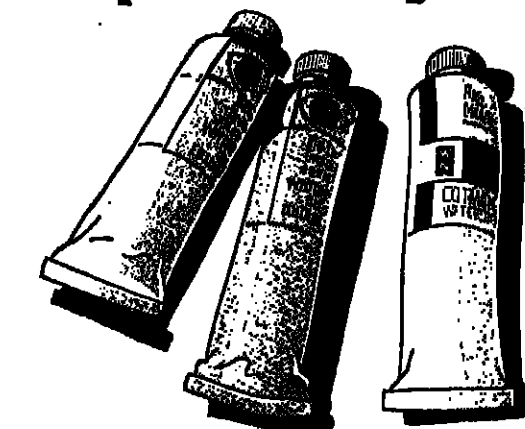
This is not only a matter of

examinations which happen to have "design" in their title; it applies to any examination with an element of design activity or awareness. It is hoped that, in looking at examination proposals the Schools Council and the examining boards will recognize the aspirations of design to become a core element in the curriculum. We do not want further fragmentation of studies within the area of art, craft, handicraft, home economics and environmental and technical studies. We believe that the pattern emerging in the Oxford

A level and in the thinking of the council's own N and F working party on design is extremely promising. In both cases, we have in view a major and demanding examination with clearly defined basic principles of content and performance which can, none the less, be taken through the medium of a degree of subject specialization. Both have practical work as a major element. Both could be developed to accommodate work as diverse as fashion design and control technology. This kind of examination is not only a matter of

continued on page 54

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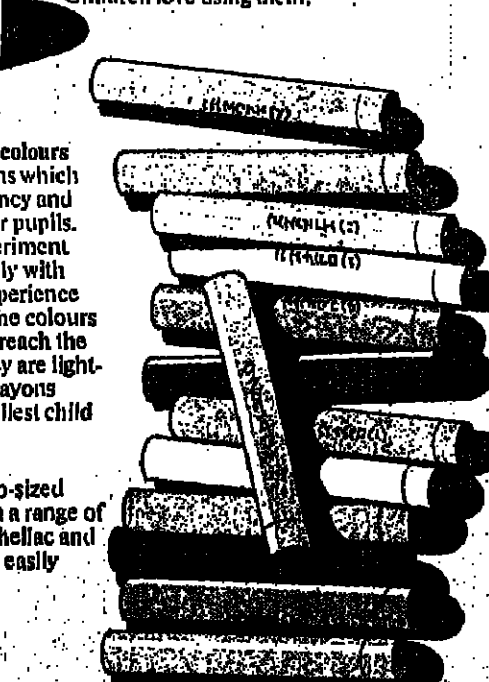


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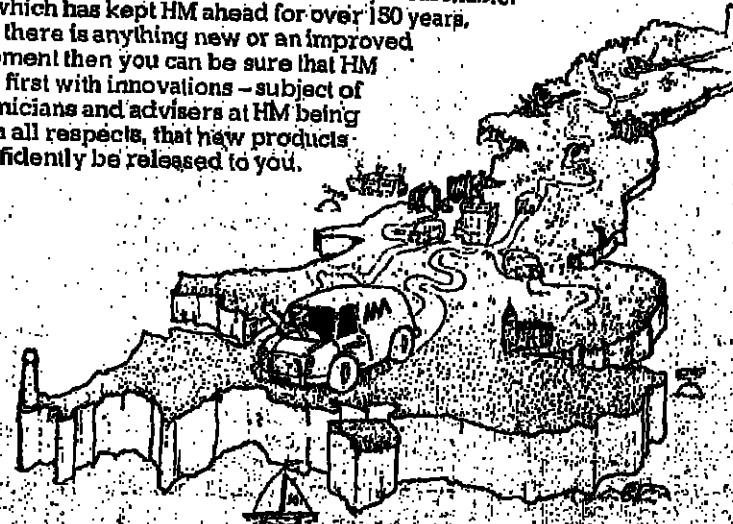
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continued from page 53

mination could support a variety of developments in schools while being nationally recognized as representing a worthwhile and eventually, essential educational experience. It should receive further support.

In connexion with the future development of the examination system, it may be proposed that the Design Council should play a leading role in bringing together industry, designers and teachers. We hope eventually to see a resolution of the conflicts between general and specialist education in design. The ideal would be to develop a unity of purpose between schools, industry and the design professions. Eventually, the entry requirements for professional institutions in engineering, planning and architecture and art and design, universities, polytechnics and colleges of higher education, technical colleges and industrial apprenticeships should support the development of design education at school level and make the passing of a suitable design examination an entry requirement to stand beside English and mathematics. The medium for this rapprochement should be an annual conference and related working groups which would represent existing forums such as the Standing Conference for School Technology and relate them in this particular aspect of development to design education as a whole.

We hope that any new examination in the design area will be flexible enough to accommodate any new specialist themes that may emerge, particularly environmental and architectural design. The new Schools Council project "Art and the urban environment" which is closely related to Plimlico's Front Door work, should be asked to advise on possibilities of this kind.

Our report is being prepared in three parts. Part one is the official submission to the Department of Education and Science. Parts two and three will be generally available and will be the ones of principal interest to teachers. They are likely to be available early in the autumn term. Their publication will be followed by a series of regional conferences where we shall be able to give the latest news of their reception and plan whatever action may then be necessary.

Teachers who wish to keep in touch with developments connected with the RCA report should write to: Research Unit for Design Education, Royal College of Art, Kensington Gore, London, SW7 2EU.

Ever since computer scientists looked up drafting machines and displays to computers in the mid-sixties, computer graphics has been a subject of keen interest to a staunch band of pioneers. They used the technology mainly for picture processing or image transformation, exploiting the drafting and numerical transformation capabilities of the computer to create both figurative and abstract graphics.

This is fine for the computer enthusiast but for the average graphic designer simply wishing to use computer graphics as a normal professional technique there is still the major issue of communication with the machine, known in the jargon as the "man/machine interface" problem. He can specify his requirements to the programmer but that raises the analogy of the sculptor having to specify the angle and pressure of every chisel blow to a lay collaborator.

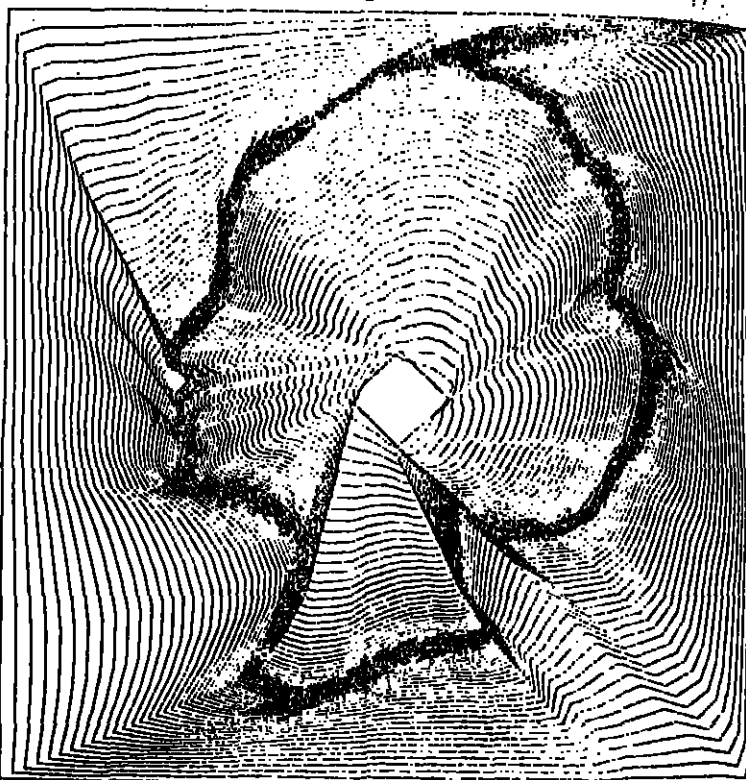
One project attempting to resolve this was shown at Brunel, the PICASO (sic) system by John Vince. Its essence is a graphics language specially developed to provide an easier mode of communication with the computer graphics system.

One of the anomalies of computer development has been that, while computer systems have grown more powerful and sophisticated, the naturalness and sophistication of their communication with users has been abysmal. Several research groups are looking at this problem. For example, George Coupland at Queen Mary College is working on a conversational reactive computer.

Closer to the subject of our review, Nicholas Negroponte of the Architecture Machine Group at MIT is building the "Stochastic System" which is a computer that can progressively get to know what the architect or designer using it is a graphics system that would interpret the graphic intentions of the designer as well as recognizing drafting quirks and

FROM PROFILE PLOTS TO GREEN MUSIC

Patrick Purcell on some current directions of computers in art and design



A profile plot produced by the PICASO system which has a specially developed graphics language to facilitate designer/computer communication.

In the art and design world, the terms "computer art" and "computer aided design" have had an uncertain provenance. Recently an exhibition on computers in art and design at Brunel University prompted a reappraisal of the role of computation in art making and not least in its implication for art and design education.

Several factors combine to suggest this fresh look at the subject. The work revealed at the Brunel exhibition covered textiles, architecture, graphic design and animation, and showed that the variety of applications continues to grow. Several art centres, such as the Royal College of Art and the Slade, now have powerful computer graphics facilities for research and post-graduate training.

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keyboard mannerisms. A graphics system that could recognize left-handedness would be a good start. Computer art always implies a conjunction of art and science, at least art and technology, and an artist who takes his position in a complementary relationship of art with science is John Lifton whose "Green Music" exhibition was shown at the Whitechapel Gallery last year. His intention of developing an art form based on the dynamics of complex systemic processes is illustrated in the "Green Music" installation, which monitors the small electrical currents produced by plants and in particular records the changing pattern of electrochemical signals generated by the plants in response to changes in their immediate environment such as temperature change or air movement.

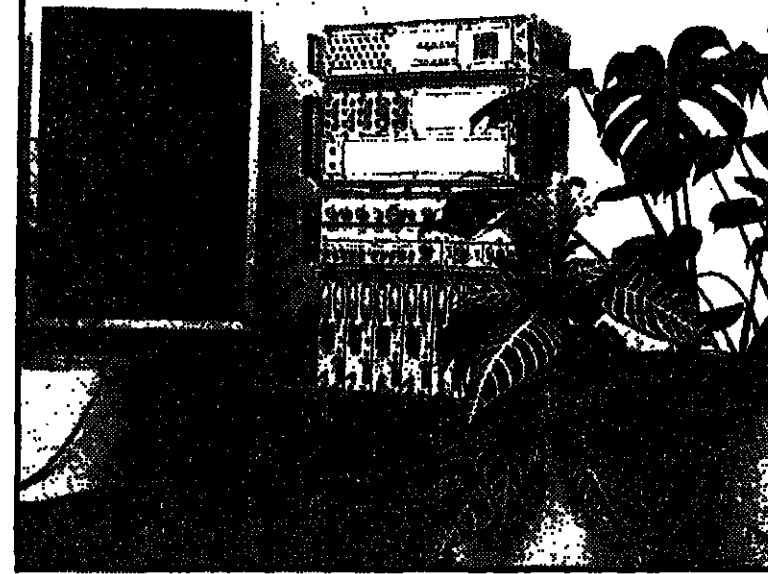
This monitoring operation goes beyond the normal perceivable changes in plant behaviour due to the cycles or vagaries of nature. Monitoring is done by electrodes inserted in the plants. From the electrical signals, rhythmic and tonal analogies are electronically generated under the control of the plants. In effect what is produced is an analogy in sound of the plant's sense of its world.

At the same time, Lifton is conducting a design research programme at the Royal College of Art which is investigating the patterns of associated reasoning during the early stages of design. An important part of this programme is the development of a computer modelling system which is conceived on the principle of a shared design concept between the man and the machine.

Another major protagonist of art work as process, is the artist Harold Cohen who left Britain seven years ago to work in California and who became involved with computers there. The central theme of Cohen's research is clarification of the decision-making process inherent in image making. Cohen brings the computer into the art gallery so that the machine makes the drawing for the operator in the context of the exhibition.

What distinguishes Cohen's work from the picture processing school is the element of feedback. In that the computer makes the drawing is engaged on an extensive series of micro-steps at each of which it examines the current state of its drawing and chooses from its options what to do next. The computer is not just controlling the pen, but inventing a series of unpredictable drawing actions.

Central to the methodology is the concept of drawing protocols which constitute sets of explicit choices which may be exercised when the machine is engaged in distributing space, making decisions.



The "Green Music" system which generates analogies in sound of the pattern of electrochemical signals produced by the plants. The plants are linked to the installation by electrodes.

continued from page 54

ures, or other aspects of image building. The element of continuous feedback from the state of the drawing task to the decision making programme parallels at least in a primitive fashion some aspects of the human perceptual process.

What are the implications of these various but related strands of activity in computer art and computer aided design? It certainly appears that the state of the art has moved on from the computer as a "super hack" draughtsman largely brought into the design when all the major design decisions have been taken.

Two major directions can be identified, one to make computers more accessible to the community of artists and designers, represented by the work of Coupland, Vince and Negroponte. (When we shall eventually engage with such congenial automata accommodating idiosyncrasy on the level of human discourse is a matter of further consideration.)

The second strand of development that can be identified is represented by the work of Cohen and Lifton, of major significance in that it implies the refocusing of aesthetic awareness on the processes of art and design—on transformation of energy and information, rather than the detritus of the resultant objects. It is not entirely fortuitous that the heart of the computer system is called the central processor.

Recognition of computer art still remains a matter for individual judgment. The burden of this brief statement is to describe some current developments in the subjects, and to appraise the various ways in which research is helping to articulate the processes of design and of the graphic arts and indirectly, contribute to art (and draw from) a varied spectrum of related topics in artificial intelligence, cognitive psychology and computer graphics.

Once, computers were thought to be too expensive for artists to play with. With the falling costs of equipment, artists are now acquiring their own. Both Cohen and Lifton have their computers in the gallery as an integral part of their shows, sturdy mini-computers without need of environmental cosseting. Lifton builds his micro-processors from mail order kits.

In summing up the various trends in computer art developments, there does seem to be a consensus among most workers in the field that the power of the technology should be brought to the widest possible community of artists and designers. As the state of the art moves on from the notion of the computer as a drudge or censor, how can we describe the future role of man and machine? Of the terms currently being coined, the "computer as toy" has the most appeal with its connotations of play, spontaneous interaction, skill acquisition, and exploration.

Perhaps the era of the playful automata will not have really arrived until the school leavers referred to in Ken Bayner's paper

combine their new design awareness with computer education to get the most out of the future surrogate artists, architects and designers of the eighties.

Patrick Purcell is a senior research fellow at the Royal College of Art.

VOCATIONAL COURSES IN DESIGN

A. J. Marshall on the need for a national qualification and standard

Since the National Diploma in Design (NDD) was replaced by the degree equivalent Diploma in Art and Design (which has subsequently been redesignated to a BA degree), vocational design courses in this country have lacked a national validation structure. This has resulted in a bewildering variety of courses, of varying length, leading to college diplomas, regional awards and professional qualifications.

This means it is impossible to compare the knowledge and ability of students coming from different colleges. Their qualifications and courses are different, and their knowledge and ability are, in consequence, difficult to compare and assess. The need for a national qualification and standard is becoming increasingly obvious to employers, college staff and students. This does not mean there is no place for experimentation and local initiative, but these should be added to a national minimum standard, once the required levels of craftsmanship and professionalism have been secured.

There is also the criticism of many prospective employers that too many college leavers are ill equipped with the technical and professional knowledge necessary for success in professional life. This, of course, is a criticism not of the students but

of their courses. Few colleges provide the type of student sought by employers.

The way to correct this is for practising members of the various design disciplines to help devise courses. A minimum requirement for courses leading to national validation should also be established against which courses and students would be examined. There have been many such proposals recently, and we have seen one report after another issued by committees set up by the DES, professional societies, teachers' organizations and other interested parties.

It is, therefore, with trepidation that I offer yet another scheme, or rather a development on the latest official report which would combine a national structure with professional involvement, and correct the present lack of professionalism and technical competence.

The Gann report issued in 1974, made some major recommendations which could provide a viable course structure. The report was quite long, but its major proposals were as follows:

● The Education Secretary should set up a separate national body for vocational courses in art and design.

● This should be autonomous and have a title fully reflecting its status.

● Its functions should resemble those of Technician Education Council and Business Education Council.

● The membership should reflect the interests of education, industry and relevant professional bodies, and also allow regional involvement.

● Reciprocal participation should be sought between TEC and BEC and the new body.

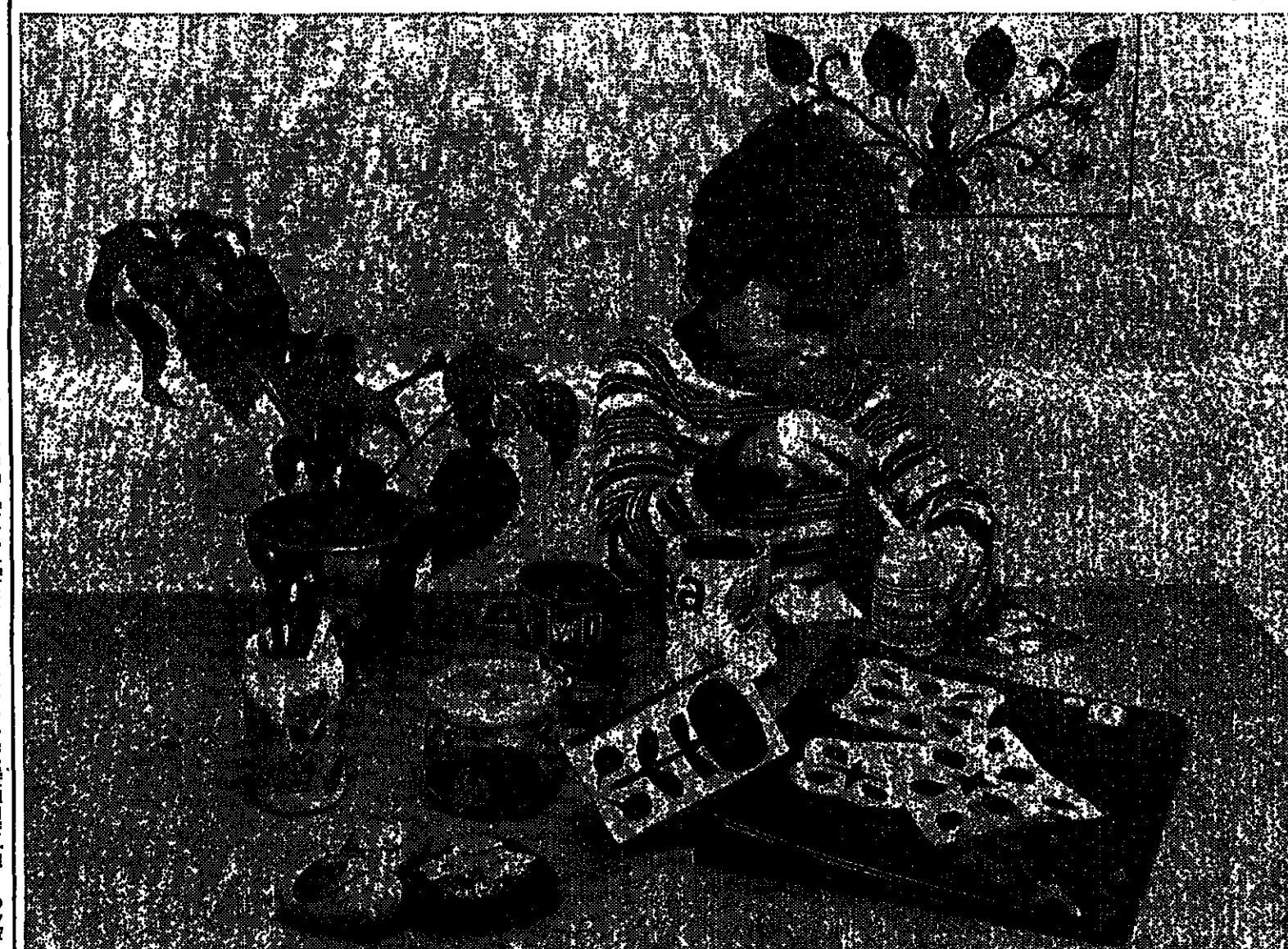
● There should be consultation with TEC and BEC to find a way to bring the new organization into a formal relationship with the TEC and BEC.

Although this proposed national body would determine the detailed specification of vocational courses, Gann also made some recommendations. The most relevant would be a two-tier structure, which recognizes two outlets into employment, one at 18 plus, the other at 20 plus.

In most cases, these two courses will coexist in the same college. The junior course will prepare students for employment requiring design knowledge and ability and the senior course will lead to professional recognition.

The Gann report has, with certain reservations, been widely accepted within the design profession. If implemented, it would tidy up the confused vocational sector

continued on page 56



child's play!

Here's news of another absorbing handcraft worksheet from Copydex—it's called "Let's stick things on".

It involves the decoration of stones, jars, tins, binder-covers and pictures by simply sticking on to them cut-outs from coloured paper, magazines and greeting cards or dried flowers and leaves.

Copydex — the clean adhesive for the classroom

To: TES 5, Copydex Ltd, 1 Torquay Street, London W2 5EL.
Please send me 6 copies of "Let's stick things on". (The worksheets and teacher's notes are free but please include 1p in stamps to cover postage and handling.)

Name _____

Address _____

Observer/Copydex Collage Exhibition

July 5-18

Ceylon Tea Centre Gallery
Regent St., London

Aug. 24-Sept. 19

Midlands Arts Centre
Birmingham

Oct. 2-28

The Lantern Gallery
Manchester

Details of the Edinburgh and Belfast Exhibitions will be announced later.

of design education. It is a

10

E
EDDP
EF

Hall 459
 14-15
 Replied September 114.
 CHAIRMAN for support
 to be held in the
 There is some
 to be done for a number of
 the candidates. Applicants
 should state what other
 subjects could be offered.
 Apply to the Council with
 names and addresses of the
 persons to be invited, and
 whom further particulars may
 be obtained. (Blanket
 addressed envelope.)

[illegible]

LIVERPOOL
THE BAILEY GRAMMAR SCHOOL
 107-109 East Liverpool Hill
 Liverpool L69 8JH
 Tel: 051 525 2222
 Application forms available from September, 1976.
 Assistant for SPANISH. Ability to speak Spanish well. The post will involve teaching up to and including GCSE level of the U.K.C.

LONDON E.3
MANY DATCHelor GIRLS'
SCHOOL
Camberwell Grove SE5 8RD
(Voluntary Aided Grammar
School) 640 015
Required in September in this
country to have the
teaching throughout the school
to University level.
Applications will be considered
on a number of two references to
the principals, Miss E. B.
Lindwin.

LONDON E.3
CENTRAL FOUNDATION GIRLS'
SCHOOL
10-13 New Road
Required in September in this
country to have the teaching
throughout the school to
University level.
Applications will be considered
on a number of two references to
the principals, Miss E. B.
Lindwin.

TEACHER OF FRENCH (5) for the third/fifth years.
Please apply to the Headmistress at a time convenient with full particulars.

LONDON, E.C.4.
CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Great Portland Street
London E.C.2A 4AP
(Near Old Brompton Road)
The school commences in September in this three-fair-fully voluntary Alden Boys' Grammar School, FRENCH TEACHER.

The major commitment will be to the teaching of French and the successful applicant will be required to undertake a certain amount of teaching in the subject of English. Many possibilities and challenges.

that of applicants could differ, and in what level. Alternatively, for an outstanding applicant to be asked to make a time appointment, probably of course during a week, might be arranged. The organization of the school, the first year intake in September 1977 was small, and the person now to be appointed will therefore participate in the process of selection. The school was taken over from September 1977 onwards, by letter only. All applications addressed to the Headmaster at the school, and should include all details of qualifications, awards and experience, and to names and addresses of two referees should be given.

University of the Pacific, Stockton, California, and the University of California, Los Angeles, and the University of California, San Diego. The University of the Pacific, Stockton, California, and the University of California, Los Angeles, and the University of California, San Diego.

NORFOLK COUNTY COUNCIL
RECREATION DEPARTMENT
Hillside Road, Broomfield,
Middleton Lane, Helidon, N.
Newbury SPS 6SD

11 to 18 Mixed Comprehensive
Schools 1 post. FRENCH, French
is the language of the continent but
came late to other European
countries. History of English in addi-
tion to French. 1970-1971
Required from September, 1970

Application forms and further par-
ticulars may be obtained from the
person in charge of the envelopes
to the school concerned.

**EDUCATION DEPARTMENT
LATER SCHOOL**
Calle Way, Barton Square,
Washington

Required for September Session
TAVEN in the MODERN LANGUAGE
DEPARTMENT. The person who
wishes to co-educational community
school is hoped to appoint
candidate for the position of
teacher in addition to French
Ability to teach Geography or History
and literature (including an addi-
tional subject) will be an advantage.
Scale 1 or 2 according to salary.

Further details and applications
forms from the Headmaster (E.D.E.)
to be sent by post to the Education
Department by Friday, 14th May.

CORNWALL
EDUCATION COMMISSION

LABORATORY CONFERENCE:
Purpose: build comprehensive school
science program; topics to be discussed
(a) day borders
(b) day borders
(c) day borders
(d) day borders
(e) day borders
(f) day borders
(g) day borders
(h) day borders
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(u) day borders
(v) day borders
(w) day borders
(x) day borders
(y) day borders
(z) day borders

Further details and forms may be obtained from the Headmaster, D. J. W. Williams, at the school, to whom applications should be returned by 20th May, 1976.

ENGLISH to C.S.E.
BIOLOGY to C.S.E.
and some junior form
methods an advan-
required for a well-
Hearing Unit. The
modern auditory equip-
be given to experi-
are prepared to
teachers of the deaf,
is available. Scale

required for Primary and
teachers with at least
Music in the playing
d by 19th May, 1976,
i, addressed, footscap
ation Officer, District
gend.

LS

TYPEWRITING and
Scale 1.

MATHEMATICS. Scale
to teach **RELIGIOUS**
ould state any addi-
to offer.) Scale 1.
each **GIRLS' PHYSICAL**
Scale 1. (Candidates
subject they are able

RELIGIOUS EDUCATION
within the faculty of
the organising and the
out the school to 'A',
ness to foster com-
mmedation, Scale 2
red from new entrants

and payable and, where
also be payable.
E PAYABLE)
OKERY and NEEDLE-
BUSINESS STUDIES
me General Subjects
TECHNICAL DRAWING

In Junior Metalwork.
d by 19th May, 1978,
d, addressed, foolscap
cation Officer, District
ces, Ystrad Mynach,

L
Pontrypridd
CE SUBJECTS, mainly
a combination of two

and by 10th May, 1876,
d, addressed, foolscap
education, County Hall,
on,

Department. Applicants should be experienced teachers, capable of taking charge of a department in a large Comprehensive School, and should have experience of controlling or working in a language laboratory. Scale 3 post.

Department. Applicants should be experienced teachers, capable of taking charge of a department in a large Comprehensive School, and should have experience of controlling or working in a language laboratory. Scale 3 post.

Department of Management & Educational Technology

Application forms, to be returned by 1st May, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from the Director of Education, County Hall, Cathays Park, Cardiff.

J. L. BRACE, Director of Education

SECONDARY Technical Studies continued

REDDRIDGE

(London Borough of) The London Borough of Reddridge is a pleasant residential area in the heart of the county. It is situated on the A10 and the A100, and is a convenient location for those wishing to live in a pleasant area with good schools and a good shopping area. The school is a modern building with a large hall and a good kitchen. It is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

TAMESIDE METROPOLITAN BOROUGH

WEST HILL COUNTY

TECHNICAL DRAWING. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

WEST SUSSEX MID-SUSSEX AREA

WALD SCHOOL

Developing mixed (11-18) comprehensive school for 1,200 pupils in pleasant rural surroundings 70 minutes from London. Headmaster: Mr. J. H. Wood. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

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Application forms available from the Headmaster, 17th May 1976.

POWYS COUNTY COUNCIL

EDUCATION DEPARTMENT

GOVERNMENT HIGH SCHOOL. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

POWYS COUNTY COUNCIL

EDUCATION DEPARTMENT

GOVERNMENT HIGH SCHOOL. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

SECONDARY Scale 2 Posts continued

KIRKLEES METROPOLITAN COUNCIL

EARLSTON HIGH SCHOOL. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

BRADFORD (City of) METROPOLITAN COUNCIL

EDUCATION DEPARTMENT

GOVERNMENT HIGH SCHOOL. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

EAST SUSSEX COUNTY COUNCIL

EDUCATION DEPARTMENT

GOVERNMENT HIGH SCHOOL. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

ISLE OF MAN GOVERNMENT

EDUCATION DEPARTMENT

GOVERNMENT HIGH SCHOOL. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

ESSEX COUNTY COUNCIL

EDUCATION DEPARTMENT

GOVERNMENT HIGH SCHOOL. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

MANCHESTER METROPOLITAN COUNCIL

EDUCATION DEPARTMENT

GOVERNMENT HIGH SCHOOL. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

Application forms available from the Headmaster, 17th May 1976.

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated—Closing date is fourteen days after the appearance of the advertisement. In respect of Headships and Deputy Headships in all schools, and other posts in Primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE. For other posts in secondary and high schools, application should be made to the head teacher of the school concerned, giving full details and the names of two referees. The post reference number should be quoted on all correspondence. Requests for forms and details should be accompanied by a stamped, addressed envelope. Posts specified in accordance with the requirements of Burnham Reports are automatically exempt from the provisions of the Sex Discrimination Act.

FIRST TEACHING APPOINTMENTS: PREFERRED POST SCHEME

Registration under the Preferred Post Scheme for posts tenable from September, 1976, has now ceased. These candidates who did not register under the scheme should now make individual applications for vacancies as and when they are advertised.

PRIMARY SCHOOLS SCALE 2 POST

E.395 KIPAX JUNIOR SCHOOL. (No. on roll 284 (5-11 years)) Clifton Lane, Kipax, Leeds LS12 5JH. Telephone: Leeds 63044. Head Teacher: Mr. J. H. Wood. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

SCALE 1 POSTS

E.396 ST. HILDA'S C. of E. PRIMARY SCHOOL. (No. on roll 150 (5-11 years)) Clifton Lane, Kipax, Leeds LS12 5JH. Telephone: Leeds 63044. Head Teacher: Mr. J. H. Wood. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

TEMPORARY POST

E.397 SCHOLAS (ELMET) JUNIOR AND INFANT SCHOOL. (No. on roll 303 (5-11 years)) Clifton Lane, Kipax, Leeds LS12 5JH. Telephone: Leeds 63044. Head Teacher: Mr. J. H. Wood. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

MILLS HILL PRIMARY SCHOOL

(No. on roll 341 (5-11 years)) Clifton Lane, Kipax, Leeds LS12 5JH. Telephone: Leeds 63044. Head Teacher: Mr. J. H. Wood. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

N.W.386 CLIFFORD JUNIOR AND INFANT SCHOOL

(No. on roll 300 (5-11 years)) Clifton Lane, Kipax, Leeds LS12 5JH. Telephone: Leeds 63044. Head Teacher: Mr. J. H. Wood. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

MIDDLE SCHOOLS SCALE 3 POSTS

N.W.402 BLENNY HILL MIDDLE SCHOOL. (No. on roll 300 (5-11 years)) Clifton Lane, Kipax, Leeds LS12 5JH. Telephone: Leeds 63044. Head Teacher: Mr. J. H. Wood. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

SCALE 2 POST

E.398 ORMONDTHORPE MIDDLE SCHOOL. (No. on roll 300 (5-11 years)) Clifton Lane, Kipax, Leeds LS12 5JH. Telephone: Leeds 63044. Head Teacher: Mr. J. H. Wood. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

HIGH/SECONDARY SCHOOLS SCALE 4 POST

N.W.391 ST. MARV'S R.C. COMPREHENSIVE SCHOOL. (No. on roll 1,000 (11-18 years)) Clifton Lane, Kipax, Leeds LS12 5JH. Telephone: Leeds 63044. Head Teacher: Mr. J. H. Wood. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere. The school is a pleasant school with a good staff and a good atmosphere.

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Inspector of Further & Higher Education

(District rank) for Fashion and Creative Crafts

required to inspect and develop this work in Adult Education Institutes and in Colleges of Further and Higher Education. Applicants should have a recognised design qualification and relevant teaching experience. Salary range: £8,824-£9,470 (inclusive of London Weighting) with possible progress to £10,190.

Details and application forms from the Education Officer (EO) (Estab 2411), Addington Street Annex, The County Hall, London SE1 7PB. (01-633 6175). Forms to be returned by 24 May 1976.

Staff Inspector of Further & Higher Education

for the 16-19 age group

required to inspect and develop general education in Colleges of Further and Higher Education and to promote co-operation between schools and colleges in provision for students between 16/18 and 19. Applicants should have a graduate qualification and substantial relevant teaching experience. Salary range: £8,918-£9,971 (inclusive of London Weighting) with possible progress to £10,915.

Details and application forms from the Education Officer (EO) (Estab 2411), Addington Street Annex, The County Hall, London SE1 7PB. (01-633 6175). Forms to be returned by 24 May 1976.

Portsmouth City Council
Department of Leisure Services

SENIOR ASSISTANT (COMMUNITY PROVISION)

Grade AP5/SOI (£3,825-£4,545)

To be responsible for the development of community schemes particularly those involving the use of local authority buildings by voluntary and community organisations, for adventure playgrounds and for the implementation and management of games centres, and holiday play schemes. A key task will relate to liaison between the voluntary bodies' official and advisory organisations and there will be various administrative duties. The working arrangements will involve evening and weekend and normal school holiday commitments and this is an inclusive salary to take all features of the job into account. The person appointed will be required to advise on policy matters and will be responsible to the Assistant Director. Applicants should hold an appropriate qualification or a degree and have proven experience directly connected to at least one element of the work involved. Excellent conditions of service include:

- ★ Removal and Legal/Estate fees up to £500 in approved cases
- ★ Generous leave entitlement
- ★ Casual Car Allowance
- ★ Car Loan Scheme

Application forms obtainable from the Director of Leisure Services, Castle Buildings, Clarence Esplanade, Southampton. Telephone Portsmouth 815322. Closing date for return of completed forms Friday, 21st May, 1976. (Please quote post no. 610.)

EDUCATION ADVISORY SERVICE

Applications are invited from suitably qualified and experienced teachers who have held senior posts of responsibility for the following appointments:-

ADVISER FOR MATHEMATICS
(Post E.258)

ADVISER FOR ENGLISH
(Post E.248)

ADVISER FOR DRAMA
(Post E.247)

These appointments are made under the terms of the Southbury Report; the salary scale for the first two posts matches that of a Group 5 Head (currently £8,801-£9,425) and for the third post matches that of a Group 7 Head (currently £8,348-£9,972). The first two posts carry a County-wide responsibility and are based in the Headquarters Office at Ipswich; the third post involves a geographical responsibility for a large part of the County and is based in the Western Area Office at Bury St. Edmunds. All the specialist Advisers are required within their appropriate field to offer advice and help to primary and secondary schools of all types, and also to Adult Education Centres and Youth Clubs; to undertake responsibility for probationary teachers and in-service training; and to promote and appraise curriculum developments. The English Adviser's broad responsibility will include: the English work across the curriculum on the basis of the Bullock Report; and an oversight of the work of the two Drama Advisers. Generous resettlement allowances available.

Further particulars and application forms, e.g. (to be returned to County Hall, Ipswich), can be obtained from the County Education Officer, Grimwade Street, Ipswich IP4 1LL.

Suffolk County Council

Senior Assistant County Education Officer

£9,048-£9,696 inclusive.

To succeed the present holder of the post upon his retirement in September 1976. The ideal candidate will:-

- be academically well qualified;
- have had wide experience at a senior level in the education service of a large local authority;
- have proven management ability, and an appreciation of appropriate techniques.

He or she will have direct responsibility for vocational further education and higher education in Technical, Art and Agricultural Colleges (involving participation in the work of the Regional Advisory Council for Technological Education and liaison with neighbouring authorities); and for the Careers Service. An Assistant County Education Officer has particular responsibility for other further education services such as Youth, Adult Education, Awards and In-Service Training of Teachers, but the Senior Assistant County Education Officer has general overall responsibility for all further education services and for effective co-ordination between them.

Application form and further details from the County Education Officer, Surrey County Council, County Hall, Kingston-upon-Thames, KT1 2BJ (or telephone Headquarters Section 01-648 1050, ext. 3197). Closing date: 21st May, 1976.

SURREY COUNTY COUNCIL

Education Department

ASSISTANT YOUTH AND COMMUNITY ORGANISER

(Soulbury, Assistant Youth and Community Organiser) £3,825-£4,385 per annum

Applications are invited for the post of Assistant Youth and Community Organiser from persons with appropriate professional qualifications and suitable experience. An interest in the Duke of Edinburgh Award Scheme will be an advantage. Cleveland has large and varied provision with many modern purpose built centres and clubs including residential facilities.

Financial assistance with household removal expenses is available in approved cases.

Further particulars and forms of application may be obtained from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom completed forms should be returned by 21st May, 1976.

DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

CHIEF ADMINISTRATIVE OFFICER

PO2(1-5) £5,889-£6,564

This new Institute will be formed in September, 1976, on the amalgamation of the Doncaster Colleges of Art, Education and Technology, and Doncaster College of Education. The Chief Administrative Officer will have responsibility for the organisation of the administration of the Institute, including management of staff, control of administrative procedures and of financial matters. He/she will act as Clerk to the Governing Body and as Secretary to the Academic Board and be responsible for the control of other committees established within the Institute.

Applicants should have a minimum of five years' experience in a similar post, and a qualification in administration or management. Application forms and further details from the Chief Executive (Personnel Section), 1 Pilgrimage, Doncaster, Dill 18N (Tel. 0302 20321). Closing date for applications 14th May, 1976.

WARWICKSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT

AREA EDUCATION OFFICER

EASTERN AREA
(POST NO. ED.8)

READVERTISEMENT

Applications are invited for this post, based at Rugby, which becomes vacant on the retirement of the present holder on 30th June, 1976. Salary scale Principal Officers Range 2 (1-5), £5,889-£6,504. Candidates should have had successful teaching and administrative experience. A selling-in allowance of up to £400 is payable in approved circumstances, and assistance with housing for a short time is a possibility.

Applications already received will be reconsidered.

Further particulars and application forms obtainable from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR; to whom they should be returned by 21st May, 1976.

M. L. Ridger, County Education Officer

Staff Inspector

Vocational Further Education

Salary: Soulbury scale £7,944-£8,588 (Burnham Head Teacher Group 11) plus up to £312 per annum at incremental points below £8,500.

Further particulars and application forms available from the Chief Education Officer, Administration Division, Margaret Street, Birmingham B3 3BU. Closing date for applications: 21st May, 1976.

BIRMINGHAM

ADMINISTRATION
Local Education Authority continued

STAFFORDSHIRE
LOCAL EDUCATION AUTHORITY
The Local Education Authority is seeking for a qualified person to fill the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Authority's educational services. He/she will be required to have a minimum of five years' experience in a similar post, and a qualification in education or management. Application forms and further details from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom they should be returned by 21st May, 1976.

General
ATTENTION, GROUP ORGANISATION
The Local Education Authority is seeking for a qualified person to fill the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Authority's educational services. He/she will be required to have a minimum of five years' experience in a similar post, and a qualification in education or management. Application forms and further details from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom they should be returned by 21st May, 1976.

Child Care
DEVON
The Local Education Authority is seeking for a qualified person to fill the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Authority's educational services. He/she will be required to have a minimum of five years' experience in a similar post, and a qualification in education or management. Application forms and further details from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom they should be returned by 21st May, 1976.

Examiners
ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD
The Local Education Authority is seeking for a qualified person to fill the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Authority's educational services. He/she will be required to have a minimum of five years' experience in a similar post, and a qualification in education or management. Application forms and further details from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom they should be returned by 21st May, 1976.

Metropolitan Borough of Rochdale
EDUCATION DEPARTMENT
Resident Matron
KNOWL VIEW SCHOOL
(a boarding special school for 60 maladjusted boys)
RCC05 £2775-£3366
(less £372 for board and lodging)
Applicants should be suitably qualified and experienced. This post is open to either sex. Application forms and further details may be obtained from the Chief Personnel Officer, 168 Drake Street, Rochdale OL16 1XG, to whom they should be returned by 14th May 1976. (Ref. A133(b))

Metropolitan Borough of Rochdale
EDUCATION DEPARTMENT

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M. L. Ridger, County Education Officer

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LONDON, S.W.1
THE LONDON EDUCATION AUTHORITY

JOINT MATRICULATION BOARD
The Joint Matriculation Board is seeking for a qualified person to fill the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day running of the Board's educational services. He/she will be required to have a minimum of five years' experience in a similar post, and a qualification in education or management. Application forms and further details from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom they should be returned by 21st May, 1976.

Metropolitan Regional Examinations Board
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Metropolitan Regional Examinations Board
The Metropolitan Regional Examinations Board is seeking for a qualified person to fill the post

MISCELLANEOUS Appointments continued

VIVIS Children's Theatre wants a teacher/actor. Must be able to teach and act. Good salary. Write to Vivis, 100, Chancery Lane, London, W.C.2.

INTERACTIONS Training Project (Kenton, London) looking for a teacher/actor. Good salary. Write to Interactions, 100, Chancery Lane, London, W.C.2.

Outdoor Education

ABERDEEN CHIEF INSTRUCTOR in charge of outdoor education. Must be able to teach and lead. Good salary. Write to Aberdeen, 100, Chancery Lane, London, W.C.2.

Balding & Mansell Limited (of Wisbech) require an Educationalist for development of Learning Materials

The Company: Balding & Mansell is an expanding progressive, high quality printing company serving the U.K., Europe and America.

The Job: Learning Development Aids (LDA) is the Educational Division of Balding & Mansell. It is primarily concerned with the development of pre-language, language, auditory and reading skills and is continually extending its range. This now demands an additional person to work for the Manager of LDA, as a member of a small team engaged in developing and marketing new products.

The Person: The person should be open-minded, innovative and keen to be involved in the problems of child development in general and learning problems in particular. The age range will probably be between 23 and 30 years. The ability to get on with people and communicate well is essential.

The Conditions: Four weeks holiday, excellent pension scheme and pleasant working environment. Salary will be negotiable relative to experience. Ample training will be given.

Applications, accompanied by a full curriculum vitae, should be sent to:

The Director, Plant & Personnel
Balding & Mansell Limited
Park Works
Wisbech
Cambs. PE13 2AX.

IF YOU CAN TEACH, YOU CAN SELL.

We're looking for new people to work as sales support staff in the West Country (particularly in the Bristol area) and West Midlands.

You will be primarily concerned with customer training and education in the use of our complex business equipment - particularly duplicators and copiers. This not only covers operator training but also training in applications of the equipment to business systems problems.

This could well be an ideal appointment for someone with a background in the educational field who is looking for an opportunity to move into, or perhaps return to, commerce. Career opportunities in sales or marketing are both real and varied.

Salary is around £3,700. You have the use of a car, 4 weeks' holiday (increasing to 5), and first rate pension and insurance provisions.

If you think this might be the job for you, write and tell us why.

Ed Mills, Area Personnel Manager,
Rank Xerox (UK) Ltd,
Henford House, 36 Harford St, Coventry CV1 1LD.

**YOU AND
RANK XEROX**
We'll do even better together.

HOLLOWFORD— PEAK PARK

Applications are invited for the post of Chief Instructor for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

CHESHIRE CHIEF INSTRUCTOR in charge of outdoor education. Must be able to teach and lead. Good salary. Write to Cheshire, 100, Chancery Lane, London, W.C.2.

CUMBRIA

Individual person required to join an outdoor education team. Must be able to teach and lead. Good salary. Write to Cumbria, 100, Chancery Lane, London, W.C.2.

WORKSHIRE

English as a Foreign Language

CROYDON

Qualified YOUNG TEACHERS with experience in teaching English as a Foreign Language. Good salary. Write to Croydon, 100, Chancery Lane, London, W.C.2.

DORSET

GRADUATE IN CHEMISTRY

SPANISH LANGUAGE

ENGLISH TEACHERS

KENT

TEACHING ENGLISH

TEACHING ENGLISH

TEACHING ENGLISH

TEACHING ENGLISH

TEACHING ENGLISH

TEACHING ENGLISH

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COURSE DIRECTOR required for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

LONDON CHIEF INSTRUCTOR in charge of outdoor education. Must be able to teach and lead. Good salary. Write to London, 100, Chancery Lane, London, W.C.2.

REQUIRE FOR THE SUMMER

APPOINTMENTS Wanted

EXPERIENCED TEACHER

FRENCH MAINT

GRADUATE IN CHEMISTRY

SPANISH LANGUAGE

ENGLISH TEACHERS

KENT

TEACHING ENGLISH

TEACHING ENGLISH

TEACHING ENGLISH

TEACHING ENGLISH

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LABAN ART OF MOVEMENT CENTRE (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

DIPLOMA IN EDUCATION (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

APPOINTMENTS Wanted

EXPERIENCED TEACHER

FRENCH MAINT

GRADUATE IN CHEMISTRY

SPANISH LANGUAGE

ENGLISH TEACHERS

KENT

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DYED COUNTY COUNCIL (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

DIPLOMA IN EDUCATION (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

APPOINTMENTS Wanted

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PERSONAL (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

ANNOUNCEMENTS (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

APPOINTMENTS Wanted

EXPERIENCED TEACHER

FRENCH MAINT

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SPANISH LANGUAGE

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MAKE THIS THE YEAR (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

PERSONAL (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

APPOINTMENTS Wanted

EXPERIENCED TEACHER

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For Sale and Wanted (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

POSTAL SHOPPING (University of London) seeking a teacher for the summer holidays at Peak Park, 100, Chancery Lane, London, W.C.2.

APPOINTMENTS Wanted

EXPERIENCED TEACHER

FRENCH MAINT

GRADUATE IN CHEMISTRY

SPANISH LANGUAGE

